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BEING

*The Early History of
Simmons College*

By

KENNETH L. MARK

Professor of Chemistry, Emeritus, Simmons College



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JOHN SIMMONS

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*Professor of Chemistry, Emeritus
Simmons College*

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1945

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CONCORD, N. H.

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PREFACE

YOUTH looks to the future, middle-age to the present, and old age to the past. Most persons who are now connected with Simmons College or who have been associated with the institution during its comparatively short existence belong to the first two categories, but when the time comes when they have passed into the last class, they may be glad to find some contemporaneous record of the founding and early years of the College.

If President Lefavour had been willing to write an account of his administration, a most authoritative and interesting volume would have resulted; but since he did not wish to undertake the task, I have attempted to set down a connected history of the College, as gathered from various sources and as observed during my connection with Simmons since 1903. The Corporation has allowed me access to the minutes of its meetings and to other official sources, President Lefavour has contributed information which he alone possessed, and many of my former colleagues have given me valuable assistance in matters with which they were concerned.

The period covered ends with the college year, 1932-33, which terminated the administration of the first President. After the College was well under way, the various phases of its development became so diversified that each one is taken up as a whole instead of being dispersed through a single chronological sequence. Since no extended account of the life of John Simmons has been published, a chapter about his ancestry and his rise to fortune has been included in this narrative. I am indebted to Mrs. George B. Poole, great-granddaughter of the Founder, for her aid in gathering information about her distinguished ancestor.

KENNETH L. MARK

CHAPTER I

OPENING EXERCISES

JOHN SIMMONS had been dead for thirty-two years. No descendant of his, bearing the family name was living. But on this, the ninth day of October, nineteen hundred and two, began a new Simmons line based on John Simmons as its founder. The daughters of Simmons College, born on this day to the title of Simmons students, have increased in numbers year by year until now they are counted in the thousands, and the name of Simmons forever will be honored.

The simple ceremony of the opening of Simmons College took place on this October morning in the assembly hall of the College dormitory on St. Botolph Street. Some one hundred and fifty persons had gathered in the long pleasant room decorated with autumn flowers for the occasion. The President, the Dean, many of the Trustees, instructors, and most of the one hundred and twenty-five students filled the hall. The President, Dr. Henry Lefavour, arose, and Simmons College was addressed for the first time. Dr. Lefavour spoke, in part, as follows:

"We are come together this morning to inaugurate a new educational institution. Such an event is of deepest concern to every one interested in the large life of a community, for every new educational undertaking is and should be taken as expressing in a measure the ideals of the place from which it springs. This college is unique, in that it is the first to stand in New England for a utilitarian education for girls, while aiming not to neglect any influence that may broaden the students' outlooks and deepen their lives. What our idea may accomplish, however, will be determined by you young women.

"I would suggest that thrift and helpfulness, the qualities of this foundation, be the qualities at which you aim. Mr. Simmons won his fortune by thrift, and he wished to spend it upon helpfulness.

"You who are here today have shown your faith in us by registering for our first year. You are the first, we hope, of a long line of daughters of Simmons College, who will one day, look back with pride to this simple occasion. I thank you for your confidence, and I bespeak your patience in overcoming with us the difficulties incidental to starting any large enterprise of this nature.

"And now, because Simmons College is to demonstrate its sympathy with the broad principles of universal religion by setting aside a few minutes every day for devotion, I ask Mr. Ames to read some scripture to us. Let us, in a spirit of devotion, begin that part of the program."

The Rev. Charles G. Ames, thus introduced, read some Bible passages and commented briefly on them. He concluded with those verses in Proverbs which define "the virtuous woman who eateth not the bread of idleness and in whose tongue is the law of kindness."

He was followed by Mr. Warner, President of the Board of Trustees, and by President Pritchett of the Massachusetts Institute of Technology who extended to Simmons the welcome of other colleges.

After some closing remarks addressed directly to the students by Dr. Lefavour, the exercises were concluded with an informal reception in which the Dean, Miss Sarah Louise Arnold, acted as hostess.

The history of Simmons College obviously does not begin with an account of the opening exercises. Many questions about events which lead up to the founding of the College inevitably arise. Who was John Simmons? What was his ancestry and his background? What were the events of his life? How did he acquire his fortune, and why did he direct that it should be used for the vocational education of women? Why did a period of over thirty years elapse between the time of his death and the fulfillment of his wishes? Why did the Trustees establish the particular kind of institution which Simmons College is? The answers to these questions surely should be recorded.

CHAPTER II

JOHN SIMMONS

IN Leyden, Holland, in 1611 was living one William Symonson, or, as the name was spelled in the Dutch record, Willem Simonszoon. His house was across the way from St. Pieter's Kirck and next door to that of the pastor of this church, Rev. John Robinson. This was the church where the Pilgrims who had escaped from England worshiped and where those who embarked in the *Mayflower* held service before they set sail. Biographers of the Simmons family believe that William Symonson was one of the English Pilgrims residing in Holland and that he was the father of Moses Symonson who undoubtedly arrived in Plymouth in the ship, *Fortune*, on November 19, 1621, and who was the founder of one branch of the Simmons family in America.

Moses must have been a young man when he came, for the date of his death is 1689. He was not married, as is evident from the record of a grant of an "unmarried man's share" of a Division Grant of land in Plymouth in 1627. He shared also with eleven others the lease of four black heifers. Three years before this time thirty-five of the arrivals on the *Fortune*, of whom he was one, had been assigned one acre each in a tract which seems to be the location of the present Hotel Samoset.

In 1633 Moses Simmons, who seems to have changed the spelling of his name, appears upon the tax list of Duxbury, and five years later he received a grant of forty acres. Perhaps this was in recognition of his public services, for during the preceding year he had been one of a committee to lay out highways around Duxbury and Plymouth. In 1645 he acquired a grant in Bridgewater; in 1652, with a group of others, he bought from the Indians twenty-four square miles of land with a three-mile water front; in 1662 he appears as a proprietor in Middleboro and in Dartmouth; and later, as one of the original proprietors of what is now New Bedford. This propensity to acquire property he must have transmitted to his descendants, for seven generations later our John Simmons invested his large fortune in real estate.

The third child of Moses Simmons was John, who married in

1669 Mercy Pabodie, the granddaughter of John and Priscilla (Mullens) Alden. They moved from Duxbury to Little Compton, Rhode Island, in 1684, where generation after generation, members of the Simmons family were born and died. Through William, two Josephs, and another John, we come to Benonni, born in 1755, who was the father of the founder of the College.

Benonni was a soldier through the greater part of the Revolutionary War. The Report of the Bureau of Pensions, Department of the Interior, Washington, shows that he enlisted in April, 1775, as a private for nine months. He was then a young man twenty years of age, working in a shipbuilding yard in Newport, Rhode Island. Apparently he lost no time in joining up after the news of the battle of Lexington and Concord reached him. His nine months of service saw him take part in the battle of Bunker Hill and in the siege of Boston, where he helped build the fortification on Dorchester Heights. At the end of his term of enlistment in January, 1776, he signed up for twelve months more, now with the rank of Sergeant. In the fall he was stationed on board the galley, *Trumbull*, on Lake Champlain as Master Gunner. Here, in an engagement on October 11, he lost his left arm. In March, 1779, it appears that he was again enlisted for one year under Captain Howe, and it is believed, though unconfirmed, that he was serving on the ship, *Alliance*, which took Lafayette back to France, sailing from Boston, December 23, 1781.

Benonni Simmons drew a pension for his services during the war, but at what rate is not clear, although on March 4, 1789, he received \$1,628.25 in unpaid arrears. After that date his allowance as Gunner was \$60 a year up to April 24, 1816, when it was increased to \$96 annually.

When young Benonni, aged twenty, went off to fight, he left no girl behind him, or else she did not wait for him, for when he returned after the war, he married, on December 19, 1784, Nancy Bailey who was then only seventeen years old. She was from Little Compton and there they settled, in the town where his great-great-great-grandfather had taken up land and where his more immediate ancestors had been born. Shipbuilding had been Benonni's trade before the war, and to the building of ships he returned. It is said that he helped in the construction of over thirty vessels.

Benonni and Nancy had six children about two years apart

in age and then two more somewhat later. Of these, John was the sixth, born October 30, 1796. With so large a family it is not surprising that Cornelius, the oldest son, left home and went to Boston where he learned the tailor's trade and opened a small shop at 15 Ann Street, now called North Street. Here, four years later, in 1814, he was joined by his brother, John, who was then eighteen years old.

To one familiar only with the Boston of to-day, the tailor shop might seem poorly located, but then, on the contrary, it was close to the business district which centered around Dock Square. The lad, John Simmons, arrived in Boston at the beginning of a new era of great expansion. The top of Beacon Hill was being taken off to fill in the Mill Pond and produce the present Haymarket Square region; the Neck, the only land approach to the city, was being widened; land was being made from the marshes of South Boston; and in 1814 a charter was granted to build a dam, known for more than half a century thereafter as "The Mill Dam," from the foot of Beacon Street to Brookline.

Equally great changes were taking place in the life of the city as John was growing up. The year in which he came to Boston marked the close of the second war with England, a period during which an embargo had been laid on shipping and during which business had been so dislocated as to require some years to recover. The cessation of imports, however, had offered an opportunity for the rapid growth of new industries, particularly in the manufacture of cordage and of cotton and of woollen cloth. Francis C. Lowell started a cotton mill in Waltham in 1814, which in a few years was removed to Lowell; the small iron works in South Boston grew during this period to one of the most important works in the country; glass began to be made on a large scale. Paul Revere's copper works, started in Canton at about the beginning of the century as the only factory in America for making sheet copper which was all important for sheathing vessels, increased its output enormously at this time. These are but a few of the industries which, together with rapidly expanding commerce, brought fast accumulating wealth to Boston and offered rich opportunity to even a small tailor and clothier, like John Simmons, to increase his business and to lay the foundation for a considerable fortune.

John worked with his brother, Cornelius, for four years until he

was twenty-two, and then set up for himself across the street at 14 Ann Street a "slop shop," which was the current name for a clothing store. In the same year in which he went into business alone, he married Ann Small of Provincetown, whose recorded ancestry goes back nearly as far as John Simmons's own. Ann was of the seventh generation from Edward Small who came from Biddeford, England, in 1637 with his son, Francis. They were among the earliest settlers of Kittery, Maine, but Francis, the second of the next generation, moved to Truro on Cape Cod in 1702 and established that long family line of Smalls, some of whom are residents of the Cape up to the present time.

John Simmons and his bride found a place to live a few doors down the street from the shop, at 48 Ann Street. Here was born their first child, Mary Ann, October 4, 1819. John was born about two years later and he was followed by Lorenzo in 1822 and Alvina in 1824. During their first ten years of married life, the young couple lived in four different houses in the North End and finally moved into the more fashionable West End, taking the house at 17 Staniford Street. Here they remained for twelve years until the clothier, now very well-to-do indeed, built his "Mansion" on Tremont Street opposite the Common. In the year in which the Simmons family moved to Staniford Street, they lost the baby, Theodore, their fifth child, at the age of ten months. Six weeks later, however, another son was born, whom also they named Theodore, and who grew up to go into business with his father.

If the needs of the family required frequent moving, so, it would seem, did the demands of the business, as by 1825 the store was at number 37 Ann Street, the next year at number 36, and the following year at number 21. Further evidence that the business was growing is that in 1826 John's next younger brother, Valentine, who had just been married, came up from Little Compton to help in the shop. A new location was taken soon thereafter at number 51 North Market Street, across the way from the magnificent new Quincy Market.

The name of Simmons and the clothing business had long been associated with Ann Street, not only through John, as he moved his store and his residence up and down the street, but also through Cornelius, who continued his shop at 62 Ann Street after John left him, and until his death in 1822. After John moved

over to North Market Street, Ann Street had no Simmons for ten years, but then came George Simmons back to the familiar street, which meantime had changed its name to North Street.

George Simmons was the son of Cornelius, and he had started a clothing store out toward Roxbury. In 1840 he erected on North Street an ornate gothic building of granite, which he called "Oak Hall." Here, and later on Washington Street, he carried on a large retail clothing business, very extensively advertised in Boston and in northern New England. This establishment flourished down into the 1890's and is often erroneously associated with the name of John Simmons who actually never had any connection with it.

At some time between 1830 and 1835 John Simmons started an enterprise which revolutionized the clothing habits of the men of America. Previous to this time, men's suits were "custom made," each suit for the individual customer. Mr. Simmons initiated the manufacture of ready-made suits of standard sizes. The cutting was done in the shop; the pieces were then sent out to be stitched by women in their homes and were returned to the shop for finishing and pressing. The sewing was done not only by women in the city, but much of the work was sent into the country to occupy the farmers wives particularly during the long winter months. For many years this stitching was done by hand, as Elias Howe did not invent the sewing machine until 1845. The introduction of ready-made suits opened an enormous new field of business. Garments could be sold anywhere, as sales were no longer restricted to those customers who could come to the tailor to be fitted.

John Simmons and Company began to send salesmen through the West and South. This novel procedure was facilitated by the building of railroads which developed rapidly after 1840. And thus the business grew and grew. Removal of the shop to space above Quincy Market became necessary in 1840, and two years later still more room in this building was required.

John Simmons, still in his early forties, having risen by his own diligence and abilities from a position of tailor's apprentice, was becoming a man of importance. As such, he bought in 1841 the property on Tremont Street next to St. Paul's Church and erected what he later refers to as "my mansion." The house was of four stories and an attic, surmounted by a cupola, and it was said to

have the finest interior finish of any building in the city. But this period of construction brought sadness, for in that year Lorenzo, the second son, died of tuberculosis at the age of nineteen. The Simmons family which moved into the grand new "mansion" consisted of John, aged forty-six, his wife, a year younger, Mary Ann, twenty-three, John Jr., twenty-two, Alvina, eighteen, and Theodore, thirteen. What were the social ambitions of this self-made merchant and his family of young people, who had taken up a most costly residence on a most important street? Were these ambitions fulfilled in the next thirty years while they lived in their big home facing the Common?

No New England family could trace its descent in this country to a period further back than that of the Simmonses — Moses, 1621 — or to better authenticated families in all the female connections. Yet the Simmons family was not Bostonian, but came from Rhode Island; and no member of the family had ever held high public office or become distinguished in any other line. They could hardly be expected to break into that exclusive Boston aristocracy which expected its young men to attend Harvard College. Indeed there is not the slightest evidence that the Simmonses ever attempted to enter this circle of the so-called "Boston Brahms"; but on the contrary, they made their friends in the families of those successful business men who were acquiring large fortunes and increasing the prosperity of the city.

The young people enjoyed music and dancing, as is evidenced by Alvina's music books which contain only waltzes and quick steps, and by son John's flute, which has been preserved. There seems to have been plenty of romance in the lives of the girls, for Mary Ann married one George L. Ditson and sailed to Cuba, whither her father went to fetch her home. The Ditsons were divorced and Mr. Simmons, years later, was careful to devote an article in his will providing that under no circumstances should any of his estate fall into the hands of "George L. Ditson from whom my said daughter, Mary Ann, has been divorced." Yet Mary Ann still treasured certain keepsakes of her first husband even up to her death at the age of nearly seventy.

She married, as her second husband, William Arnold Buffum, shortly after her father's death, and they lived for some years in the "mansion" on Tremont Street. They also spent much time in Europe where they made a collection of amber which is consid-



TREMONT STREET ABOUT 1870
The Mansion St. Paul's Masonic Temple

ered one of the finest in the world and is now owned by the Boston Art Museum.

Alvina was courted by Edward A. White who was a large and handsome young man with black curly hair and large dark eyes. He was a tailor working on Washington Street near Eliot Street, and his trade should have recommended him to Mr. Simmons, but, nevertheless, Alvina's father did not approve of the match. They may have run away to be married, for the marriage does not appear on the records of Massachusetts, and for that matter, neither does the marriage of Mary Ann to George L. Ditson. Mr. White did not remain long in disfavor, as Mr. Simmons made him a member of the firm soon after he became a member of the family, and he provided the young couple with a house on Tremont Street. Indeed Mr. Simmons named his son-in-law as one of the trustees under the provisions of his will and as an executor of the estate. In later years Mr. White became an alderman of Boston and he was at one time in charge of the fire department.

John Simmons, Jr., married Martha Vinton, the daughter of George W. Vinton who was in business as a confectioner on Washington Street. Three years after the marriage, John died in Cuba of tuberculosis, and his widow, with her infant son, John Simmons, 3d, went back to live with her father. The boy, however, survived for only a few years.

The youngest son, Theodore, married Harriet W. Jackson who was the daughter of a well-to-do soap manufacturer in Roxbury. Theodore died at the age of twenty-nine, and his widow died at the age of thirty-seven, leaving a daughter, Harriet Jackson Simmons, who became one of John Simmons's heirs.

Thus, if John Simmons had ambitions for the social advancement of his children, as it is said he had, he was disappointed. His life must have been saddened by the death of his three sons and that of his grandson. It is not surprising that his photograph, taken late in life, is that of a rather grim old man.

But to return to an account of the progress of the business from 1840 to 1850, clothing was made there above the market in ever-increasing amounts. Alvin Rose was taken into partnership in 1846, and two years later, Edward A. White, the new son-in-law, became a member of the firm. Although the location above the market was satisfactory in many ways, it had the great disadvantage that every three years everything had to be moved out

to clear the place for the Triennial Exhibition of the Massachusetts Charitable Mechanics Association. (The Association did not erect Mechanics Hall on Huntington Avenue for this purpose until many years later.) Because of the inconvenience of the triennial moving, Mr. Simmons was led to invest some of his large profits in the construction of a building of his own at the corner of Water and Congress Streets, part of the site now occupied by the Shawmut Bank. This purchase of real estate in the business district was the first step in the accumulation and management of downtown property, to which he devoted the later years of his life.

The Simmons Block, which he erected there in the heart of the city, was a very imposing building of granite, rising well above its neighbors, with stores on the ground floor, offices above, and ample room for the clothing factory on the top floors. It was occupied in 1850 and was the final location of John Simmons & Co. In 1850 also, Theodore Simmons, John's youngest son who was then twenty-one years old, was married, and the following year he was taken into partnership. Mr. Simmons now had associated with him in the firm young men of the next generation, his son, Theodore, his son-in-law, Edward White, and Mr. Rose. It is not surprising, therefore, that in 1854 he retired from the clothing business, in which he had been engaged for forty years, and devoted himself to the investment in real estate of the large profits which he had acquired and which greatly increased under his careful management during the next sixteen years.

John Simmons erected the Simmons Block primarily for his own use, so the purchase of property on Commercial Street, east of the Quincy Market, was the first venture in buying purely as investment. He soon thereafter bought a building on Union Street, both investments being on old, long-established business streets. But in 1857 he ventured into the newly expanding outskirts of the commercial district by acquiring land on Franklin Street, which was beginning to lose its residential character, and by building on the corner of Arch Street. The next year he bought at the corner of Hawley Street. It is said that he obtained these sites on very favorable terms, with the expectation that the buildings which he would erect would greatly increase the value of property in this vicinity.

His next investment was on Devonshire Street, between

Franklin and Milk Streets, in 1858. Along Devonshire Street in the next block north (that is, between Milk and Water Streets opposite the new Post Office) there stood at this time an old barn-like structure in which boilers had been made, now the site of the banking house of Kidder, Peabody & Co. This property he bought and put up a fine structure which he called the Rialto building. No sooner was this completed in 1866 than he secured the land next to it as far as and including the corner of Milk Street. He proposed thus to extend the Rialto building, and he directed in his will that \$100,000 be set aside for this purpose if the project was not completed before his death — which it was not.

Mr. Simmons's real estate policy seems not to have been that of buying and selling at a profit, but is expressed in a passage from his will in which he wrote, "I having purchased the estates with great care and consideration with a view to making them permanent investments." In most cases with great shrewdness he selected valuable sites and then erected first-class buildings which brought in large incomes.

Shortly before his death, he bought buildings at 140-144 Hanover Street and at the corner of Washington and Bowdoin Streets near Haymarket Square. These were relative small purchases. His last venture was in quite a new direction, namely a half share in the newly-developed land on the south of Columbus Avenue, east of Berkeley Street, including parts of Isabella and Ferdinand Streets.

In respect to residential property, the purchase of his "mansion" on Tremont Street next to St. Paul's in 1841 already has been mentioned. When his daughter, Alvina, married Edward A. White, Mr. Simmons bought the house at 226 Tremont Street, near the corner of Eliot Street, and there the Whites lived for many years. The house was left in trust for Mrs. White, eventually going to her heirs. The use of the family "mansion" was left in trust to the older daughter, Mary Ann, for her lifetime, and then came to Simmons College. When the Back Bay began to be filled in, John Simmons took great interest in the project and bought land on Arlington Street where he built three fine houses. According to the family tradition, he intended to occupy one of the houses himself and let his daughters have the other two; but the ladies did not wish to live so far out of town and so the plan

failed. This property is mentioned in the codicil of his will written nine months before his death, but it does not appear in the inventory offered for probate. On the other hand, his share in the Columbus Avenue property does not appear in the codicil but does appear in the inventory. It seems probable, therefore, that the disposal of the Arlington Street houses and the acquisition of the share of the Columbus Avenue land were connected, and that this transaction was the final one of his long business life.

The valuation of the total real estate, as made by the appraisers in connection with the probate of John Simmons's will, was \$1,436,032.87. His personal property was valued at \$272,358.48 and was mostly in the form of notes secured by mortgages. In the list of personal property appears the item, "11,000 shares mining companies, deemed by appraisers to be worthless." Perhaps this item throws some light on Mr. Simmons's partiality for real estate. The total valuation of the estate as offered for probate was \$1,708,391.35. Of this, those items which were eventually to come to Simmons College were valued at \$1,185,000, and in addition the College was to receive at least \$500,000 to be accumulated from the estate while it was being held in trust before the College could be incorporated.

Mr. Simmons was afflicted with Bright's disease, and in the summer of 1870 he became much worse. He went down to Little Compton, however, as was his custom in the summer, and there he died, where he was born, on August 29. The funeral was held in Boston, and he was buried in Mt. Auburn Cemetery where a handsome monument stands in his memory. All the Boston newspapers carried obituary articles about him. The following account of his life appeared in the *Boston Daily Evening Transcript* of Tuesday, August 30, 1870:

"Mr. John Simmons, who died at Little Compton, R. I., yesterday, after a lingering illness, at the age of seventy-five years, was one of the most enterprising and successful merchants of Boston of a former generation. His history is much the same as that of scores of men who have become prominent in business circles here. He came to the city early in life, learned the tailor's trade, was industrious and sagacious, and succeeded; so that when the railway system opened new markets for manufactured goods, Mr. Simmons had the experience, capital, and foresight to extend his business to meet the new order of things. As a

wholesale clothing dealer, his place of business in Quincy Hall soon was known over the South and West, and his operations were upon a larger scale than had ever before been known in that trade. The fortune which he soon acquired was very judiciously invested in real estate near the business centre of the city; and some twelve years ago, after the death of an only son, Mr. Simmons retired from active trade.

"Although past the age of sixty, the deceased had too active a brain to remain quiet, and devoted his energies to the care of his real estate. As it increased in value he made new purchases, and at the time of his death was the largest individual owner of valuable estates in the vicinity of the new Post-office. Mr. Simmons was a very quiet and unassuming gentleman of the 'old school.' He was always very much respected by those having business relations with him. He was an active member of the Brattle Square Church, and took much interest in its affairs."

The *Boston Post* headed its notice "Death of Well-Known Merchant" and concluded the account of the life of John Simmons with the statement, "Our city can ill afford to spare citizens of so much worth, but the grief of his departure is assuaged by the fact that he lived to a good age and leaves a long and most honorable record. He was eminently a self-made man, and his example can be studied with profit and interest by the rising generation."

From a longer and much more detailed account of his life in another paper may be quoted the ensuing excerpts: "Mr. Simmons was a man of close business habits and applied himself to the management of his affairs with great persistency. He was genial in nature and fond of social intercourse, but he seldom confided his plans to others. He was naturally a very kind-hearted man, and performed many acts of charity which were known to few. Unostentatious in all things, he never sought or held public office, though he was once captain of a militia company, and for a time was known as Captain Simmons. He was always straightforward and scrupulously just in his transactions, and when he made a friend, the friendship was a lasting one." "Always frugal in his habits and style of living, he continued to practice self-denial and self-sacrifice in the later years of his life, when his rapidly accumulating fortune and the fashions of the day would have warranted a freer personal expenditure. Yet he

never was penurious, and never ceased to enjoy the pleasures of rural life at his country home in Little Compton."

Very little information is available from which to amplify these accounts and characterizations of Mr. Simmons, but this fact in itself helps to form an estimate of the man. With his background and with his life so exclusively devoted to business and to the accumulation of a large fortune, it is not surprising that no reference to him is found in the history of the literary circles which made Boston preeminent during his life. A share in the Boston Atheneum, however, was held for a time in the name of John Simmons and Son. Mr. Simmons is said to have had no interest in music, and his name is not among the wealthy citizens who in 1857 raised \$100,000 to build the famous Music Hall. He owned two shares in the Boston Theatre, but these shares brought in a good financial return as well as giving him a first choice of seats during the opera season.

He patronized art to the extent of having portraits painted of himself, his wife, his son, John, and each of his two daughters. All of these portraits are now in the possession of the College, the first three having been left by the bequest of the Founder, that of the older daughter, Mary Ann, having been the gift of Mrs. Poole, great granddaughter of John Simmons, and that of the younger daughter, Alvina, having been acquired by purchase. Neither the name of the artist nor the date is shown on any of the portraits, but they were probably painted about 1845, as John Simmons and his wife appear to be about fifty years old, the daughters, young women in their middle twenties, and the son, a young man.

In one of the College dormitories hangs the picture of a boy about six years of age, John Simmons, 3d, who died in early childhood. This portrait is the gift of Dr. Alfred K. Hills of New York, who married the widow of John Simmons, Jr., and presented the picture to the College in 1907. Dr. Hills remarks in his letter concerning it, "The death of this boy may have made your institution possible."

A number of miniatures of members of the Simmons family are in existence. One of them, that of a charming youth, has been given to the College by Mrs. Poole. This miniature is believed to be that of John Simmons himself, although it could hardly have been painted from life, as John at that age was a poor boy just

learning the tailor's trade. A very striking similarity exists, however, between the miniature and the painting of John Simmons bequeathed to the College — a similarity in pose, dress, and features. It is probable that the miniature artist took the painting as a basis and then depicted what he thought would have been the appearance of the subject as a youth.

There is no evidence that John Simmons was a large contributor to any organized charity. One might expect to find him among the founders of the Needlewoman's Friendly Society, established in 1847, but such was not the case; yet perhaps this is not strange, since this society was especially sponsored by members of King's Chapel, whereas Mr. Simmons attended the Brattle Street Congregational Church. He was the owner of a pew in this church, although his name is not found in the list of communicants, and he is nowhere mentioned in the history of the church. He is said, however, to have taken an active interest in church affairs, and it may be that some of his philanthropies were expended in this direction. It is known that he took a personal interest in the individual women who sewed for him and that he often drove out through Roxbury and the South End to see them in their homes. Doubtless the insight into their lives and struggles for self support, which he thus obtained, had a great influence in his determination to leave a large part of his fortune for founding an institution in which women should be educated for self-maintenance.

John Simmons was conservative and cautious in his financial policy. While the country was going through the financial crash of 1837 and 1838 and banks were failing on all sides, he was building up his business in ready-made clothing, and a dozen years later, in a publication entitled "Rich Men of Massachusetts," he is rated as worth \$300,000. By this time reaction from the depression of the late thirties had resulted in growing inflation, Boston was at the height of its carrying trade, railroads were being built in all directions, new banks were being opened, and speculation was rampant. Well might a man worth \$300,000 be tempted into new enterprises promising large returns, but Mr. Simmons chose instead to erect a large building in the heart of the business district. Only six years afterwards came the financial disaster of 1857 of which Mr. Nathan Appleton wrote at the time, "I have never known a crisis so severe as the present," and

"The whole monetary system of the United States has fallen with a mighty crash, and now lies before us a magnificent and melancholy ruin." But Mr. Simmons had kept himself free and was able to take advantage of the situation by buying property on Franklin Street and shortly after, making large investments in sites on Devonshire Street. One can well understand why he wrote in his will, ". . . real estate or real-estate mortgages, being considered by me preferable to Government bonds, or to stocks or other securities, for investment."

Of society he was said to have been fond, yet he is not mentioned as being a member of any clubs. It was his custom to call upon his friends on Sunday afternoons, and we may well picture an austere and dignified gentleman in a long, black coat, high collar, and voluminous black cravat, wearing a tall hat and carrying a cane, as he emerged from his mansion on Tremont Street to stop a few doors below at the house of his nephew, or as he walked over to Commonwealth Avenue to ring the door bell of his friend, Mr. Joseph Sawyer, the wealthy cloth merchant, or to call on Mr. Mudge, Mr. Sawyer's partner, on Beacon Street. On Sunday mornings Mr. Simmons always had for breakfast Rhode Island johnny-cake, made from corn meal sent up to him from Little Compton. His small granddaughter, Anna White, used to run up Tremont Street from the White's house at number 226 to breakfast with her grandfather and then go on to church with the family. Anna, in later years, described her grandfather as a very kindly old gentleman. She may have brightened the sad days directly after the death of his wife, which occurred in 1861, when the child was but eleven years old.

After the death of Mrs. Simmons, the housekeeping was in charge of Mary Bailey. Mary Bailey, a cousin of Mrs. Simmons, had come up from "The Cape" many years before and had indeed devoted her life to her cousin, Ann Small Simmons. Mr. Simmons, too, was very fond of Mary Bailey to whom he bequeathed an annuity of four hundred dollars a year. Another indispensable member of the household was "Collins." He was the general factotum, who drove the horses, did the man's work about the house, attended to Mr. Simmons's personal wants, and always accompanied him on his trips to Little Compton.

These holidays in Little Compton appear to have been John Simmons's chief recreation. Here he renewed his youth in hunt-

ing and fishing, which were his hobbies. Indeed his thoughts so ran on these sports that he had made for himself a huge chair elaborately carved with the heads of hunting dogs, with guns and with fishing rods. This chair is now in the possession of the College.

Mr. Simmons's devotion to Little Compton, however, was probably due not only to a love of country life but also to the fact that here he was in the midst of his family, in the home of the Simmons Clan, of which he was the head. In Little Compton lived brother Valentine who had married twice and was the father of nine children, some of whom, in turn, were bringing up children to admire great-uncle John. Here lived sister Mary who had married Colonel Frederick Almy, and her children and her grandchildren, and also sister Comfort, Mrs. Sisson, with Sissons of two generations, and lastly, sister Lydia's family of Austins. By a strange set of incidents, it is into the hands of one of these Austins, that most of the personal possessions of John Simmons have at last fallen.

For those associated with the College, the chief point of interest in connection with John Simmons's character is the reason for his bequeathing the bulk of his fortune for the education of women. No direct evidence bearing on this matter has been found, but many years ago the writer discussed the question with an old gentleman who was connected with the office of Mr. Brooks, John Simmons's lawyer, and who knew Mr. Simmons well. He said that Mr. Simmons frequently had long talks with them about his plans, and that his fundamental idea was to make a return to that class of women by whose labor as seamstresses he had laid the foundation of his own fortune. His philanthropic interests in his employees already has been mentioned. Moreover, he must have been well aware of the sad plight of those untrained women who were left destitute directly after the close of the Civil War. Even among his own acquaintances there were many who had failed in business and whose families were left without means of support.

Mrs. Van Horn, John Simmons's granddaughter, is quoted as saying that his attention was turned toward the education of women because of his interest in the bequest of Mr. Vassar to found Vassar College at about the time that Mr. Simmons was writing his will. Although it is true that he urged Mrs. Van Horn

to send her daughter to Vassar College, little weight can be given to this incentive for his own bequest, because the aims of Vassar College were most distinctly toward a highly classical education and opposed to anything vocational such as Mr. Simmons evidently had in mind. Whatever the considerations may have been which decided the direction of his philanthropy, it is generally agreed by the family that he wished the name of Simmons perpetuated — an impossibility by direct descent, since all the males of his line had died — and that he found in the establishment of Simmons Female College a means of accomplishing his desire.

CHAPTER III

THE TRUSTEESHIP

WHEN John Simmons had reached the age of seventy-one, in 1867, he had become very wealthy by the standards of the times. He was then indeed one of the largest taxpayers in Boston, since most of his fortune was invested in real estate in the business section of the city. The time had come to make his will. He called upon his friend, Benjamin F. Brooks, to draw it up, and a monumental job that good lawyer made of it. The will, together with a codicil added in 1870, when printed, runs to twenty-two quarto pages. His different pieces of property, singly or in groups, were made into trusts, the trustees being the same for all. For each trust the income, or a portion of it, was to be paid to a designated member of the Simmons family for life, and the final recipients of the principals and of any accumulated incomes were named.

Simmons Female College was designated as the final legatee of both the principal and accumulated surplus income in the cases of two of the trusts, and of the principal and part of the accumulation of a third trust. The principal of the first of the two trusts consisted of the property at the corner of Franklin and Arch Streets, of a property on Water Street, and of the Simmons "mansion" on Tremont Street. From this trust, John Simmons's daughter, Mary Ann, was to receive an income of \$5,000 a year and the use of the "mansion." From the other of the two trusts, the property at the corner of Milk and Devonshire Streets known as the Rialto Building, Harriet Simmons, John's granddaughter, was to be paid \$5,000 yearly. The third trust was composed of the property at the corner of Franklin and Hawley Streets and the property at the corner of Congress and Water Streets. John's daughter, Alvina, and her daughter, Anna White, were the yearly beneficiaries from this trust; the College was the final legatee of the principal and of the surplus from the Congress Street property only — the surplus from the Franklin Street property finally being added to another trust held for Anna White. It was concerning the alleged misappropriation to the

College of part of this last item that suit was brought many years later in 1914. The College had no interest in any other of the trusts established under the will, and so they need no consideration here.

The accumulation of surplus incomes which was eventually to come to the College was of utmost importance in Mr. Simmons's plan, for only when the accumulation had reached the sum of \$500,000 were the trustees to deliver the bequest to a corporation established to receive it and to found and conduct a college for the purposes set forth in the will. Mr. Brooks had drawn a most voluminous will, as has been said, so it was perhaps but just retribution that he was named among those to be executors of it and to be trustees of the numerous trusts. His associates in these duties were Mr. Edward A. White, John Simmons's son-in-law, and Mr. Joseph Sawyer, a merchant who was an intimate friend of the testator.

All might have gone well and within a few years the trustees might have incorporated the College and been relieved of the management of part of the property and of the payments of the annuities; but two years after Mr. Simmons's death, most of the buildings which he had bequeathed were destroyed in the great fire of 1872, and many years had to pass before the estate was reestablished to its original value and the required surplus accumulated. The fire insurance companies were unable to meet their obligations, so little was left but the land itself. As no income could be derived from the ruins of the fire, the probate court allowed the trustees to mortgage the properties in order to erect new buildings, and also to set aside twenty-five per cent of the net incomes from them in order eventually to pay off these mortgages.

Mr. White died in 1891 and he was succeeded by Mr. Henry G. Nichols, a partner of Mr. Brooks. In 1894 Mr. Brooks died and Mr. Henry S. Rowe, a lawyer, was appointed in his place. Mr. Rowe had married the granddaughter of John Simmons, the Anna White named as a beneficiary in the will, so he considered himself as guardian of the interests of the Simmons family. The appointment of Mr. Rowe seems to have been an unhappy choice, for he and the two other trustees did not agree. Mr. Rowe alleges in an account, privately printed by him in 1933, that the other trustees took actions without his knowledge and agreement, and,

indeed, he claims that they refused to let him see certain accounts and that they put a padlock on the books. In 1899 Mr. Rowe tried to prevent the incorporation of the College at that time and in 1914 he brought suit to recover from the College certain sums to which he alleged it was not entitled.

But to return to the years following the great fire: Large sums of money were borrowed, fine buildings were erected, steady progress in liquidating the debts was made, and the accumulation of surplus income slowly grew toward the \$500,000 required under the will before the College could be incorporated. By 1899 it seemed that the time had come to organize the Corporation. Mr. Nichols and Mr. Sawyer, disregarding Mr. Rowe, the minority member of the board of trustees, invited Mrs. Fanny B. Ames, Miss Frances R. Morse, Miss Marion C. Jackson, Mr. Herman M. Burr, Mr. Augustus Hemenway, Dr. Edward H. Bradford, Professor William T. Sedgwick, Mr. Edgar H. Nichols, and Mr. Joseph B. Warner to join them in applying to the Legislature for incorporation.

Mr. Warner, who had been acting as the legal adviser of the trustees, drew up a simple but comprehensive charter, which was duly presented to the Legislature for action. But now appeared Mr. Rowe, represented by the eminent Hon. John D. Long, in opposition to the granting of it. Mr. Rowe called attention to the fact that residues on the mortgages amounting to \$435,000 were still unpaid, and that since by the terms of John Simmons's will "the trust estates and other property devised to the College shall be held as a permanent trust fund, not to be reduced or impaired," the requirements had not been fulfilled. Moreover, he argued that \$381,534 which had been accumulated and had been used already to reduce the mortgages was not "accumulation" but had become principal, and that this sum should not be included toward the required \$500,000, as had been done by the trustees, under the heading "investment in mortgages."

However, the authority to grant a charter of incorporation lies wholly in the power of the Legislature. The charter was granted on May 24, 1899, and the disgruntled Mr. Rowe sourly remarks in his account of the proceedings, "The petitioners had sufficient political influence in the Legislation to carry through anything they wished."

On October 1, 1899, the trustees turned over to the new Cor-

poration real estate valued on the books at \$1,035,000 and accumulated income, consisting of cash and of "investment in mortgages" (referred to before), amounting to \$541,110.24. During the next three years the remainder of the debts covered by the mortgages, \$435,000, was paid off and the College held clear titles to the real estate, except for the liens in connection with the annuities to members of the Simmons family, in accordance with the terms of the original trusts.

John Simmons had stated in his will, "It is my wish, though not imperative, that none of the estates herein before specifically devised shall be sold unless it shall be manifestly for the advantage to my estate, and to save from loss of income which might otherwise be made, I having purchased the estates with great care and consideration, with a view to make them permanent investments." But thirty years had now passed since the will was written. Many new office buildings had been erected, and Tremont Street was no longer the site of "mansions." It was evident that to meet competition and "save my estate from loss of income" large amounts must be spent on remodeling or rebuilding the existing structures; but as no such sums were available, the Corporation decided to sell much of the real estate. By 1904 all but the two buildings on Franklin Street had been disposed of and at prices considerably above the book values at which they had been transferred to the College. This Franklin Street property was bringing in a good return and continued to do so for many years. The buildings, however, were eventually sold, and the final piece of the original Simmons property passed out of the hands of the College in 1924.

Before concluding the history of the Simmons real estate in connection with the College, one more incident should be recorded, which occurred in 1914 and in which Mr. Rowe again played the chief part. It will be recalled that under the will the accumulated residue of the income from the building at the corner of Franklin and Hawley Streets was to be held in trust for Anna White, who became Mrs. Rowe, and also that the Court had allowed 25 per cent of the net income to be used toward reducing the mortgage upon the new building erected after the fire. When, in 1899, the property was transferred to the College, its value was greater by these payments on the mortgage than it

would have been had they not been made. Mr. Rowe maintained that since the payments had been made from income, the College had been unduly enriched. He and Hon. John D. Long, who had been appointed a trustee, brought suit against the College in a bill to recover those amounts. It is of interest here that Mr. Rowe took exactly the reverse position from that which he urged in 1899, when he opposed the incorporation of the College. Then he argued that payments toward meeting the debts covered by mortgages were principal, not accumulated income, and now he held that such payments were income — income due his wife.

Mr. Warner, a member of the Corporation, acting as attorney for the College, entered a demurrer to the bill. A demurrer is the legal term for saying, "Even if all the plaintiff claims is so, what of it? He has no case." The defendant offered a number of reasons to sustain the demurrer, chief of which was the lapse of time, since the alleged error had begun forty years before, when, if ever, the suit should have been brought. The demurrer was sustained by the Supreme Court of Massachusetts, and the case was dismissed.

In later years Mr. Rowe lost his apparent rancor against the College and friendly relations were maintained. Indeed his daughter, Mrs. Poole, became a member of the Simmons College Associates, a group of ladies formed to foster the interests of the College, and she has recently donated to the College a portrait of her grandmother, John's daughter, Alvina, and other Simmons heirlooms.

In connection with heirlooms, it should be recorded that John Simmons himself directed in this will, "I give and bequeath unto said Brooks, White and Sawyer my family Bible, the portrait of my wife, Ann, lately deceased, and the portrait of my son, John, lately deceased, and of myself, in trust to hold said paintings to and for the use of said Simmons Female College forever." It will be noticed that only the pictures are to be held in trust, the Bible becoming a direct gift to the trustees. This was probably an error in wording; however, only the pictures were delivered to the College until years later when Mr. Rowe, as the sole surviving trustee, gave to the College the Bible and also a large carved armchair which had belonged to Mr. Simmons.

CHAPTER IV

ORGANIZATION OF THE COLLEGE

THE members of the Corporation, named in the preceding chapter, had been selected to represent various interests and points of view. From the field of education were invited Professor Sedgwick, the head of the department of Biology and Public Health of the Massachusetts Institute of Technology, and Mr. Edgar H. Nichols, who was one of the founders of the Browne and Nichols Preparatory School. Mrs. Ames, the wife of one of the leading clergymen of Boston, Miss Morse and her cousin, Miss Jackson, were prominent in charitable and philanthropic organizations; Dr. Bradford was a physician, one of the leading orthopedists of the city; Mr. Henry G. Nichols and Mr. Warner were lawyers; and Mr. Hemenway and Mr. Burr were representatives of large banking and financial interests. Mr. Sawyer, one of the original trustees under the will, together with Mr. Henry Nichols, bridged the gap between the old trustees and the new Corporation.

The first meeting of the Corporation was held on November 2, 1899. A set of statutes and by-laws, prepared by Mr. Warner, were adopted, Mr. Hemenway was elected President, Mr. Henry Nichols, Treasurer, and Mr. Burr, Clerk. Mr. Hemenway and Mr. Burr did not stay long in office, however, for the former resigned from the Corporation at its next meeting, and the latter at the following meeting. Miss Jackson, also, resigned at the second meeting. In addition to the choice of officers, the only business of this first meeting was a vote to appoint a committee of five to study the educational situation in this country, particularly in Boston, and abroad.

But why was it necessary to study the educational situation? Had not John Simmons stated what was to be taught? "It is my will to found and endow an institution to be called Simmons Female College, for the purpose of teaching medicine, music, drawing, designing, telegraphy, and other branches of art, science, and industry best calculated to enable the scholars to acquire an independent livelihood."

To be sure, he was definite in naming subjects, but they could not all be included in a single institution. "For the purpose of teaching medicine" would mean a medical school; ". . . of teaching music, drawing, design" would imply a normal school of music and the fine arts; "telegraphy" suggests a technical or trade school, as does also the phrase "and other branches of art, science, and industry best calculated to enable the scholars to acquire an independent livelihood." It is not surprising that Mr. Simmons should have specified incompatible subjects, for he can have had no very clear conceptions of educational methods, since he himself had had very little formal schooling but had devoted himself exclusively to business. Yet it is quite in character that a man who left the inheritance to his family in trust rather than in an outright bequest and who expressed a wish that his fortune should remain in the form in which he had invested it, should name the subjects to be taught in the institution which he wished to found. He did, however, have the wisdom not to make his will binding, but to leave some discretion to the trustees by the final phrase, "and other branches of art, science and industry . . . ," just as he did in the specification about his property, when he allowed changes to be made if "manifestly to the advantage of my estate."

The Corporation believed that they should carry out the intent of Mr. Simmons rather than the detail stated in the will, and that that intent was expressed in "branches of art, science and industry best calculated to enable the scholars to acquire an independent livelihood." But at what educational level should the institution be established? Should it be a trade school, open to all girls who had been through the common grade schools, or should graduation from a high school or attainment of equivalent education be required for admission? The term "College," used by Mr. Simmons, might imply the latter, but it is doubtful if in 1869 a very sharp distinction existed between a school and college, particularly in the mind of a man who was not concerned with educational matters. Not only would the two different kinds of institution differ widely in their aims and courses of study, but they would draw students in general from different social levels, with different backgrounds. The committee appointed to consider this and similar questions spent the whole winter of 1900 in studying the problem.

At the second meeting of the Corporation, held May 16, 1900, Mr. Warner was elected President to succeed Mr. Hemenway. The Committee presented a preliminary report, and Mr. Sedgwick was voted \$500 toward his expenses in studying conditions in Europe during his projected summer trip. Apparently no definite decisions were reached at this time, and it is probable that the Corporation felt the need of wider counsel. At any rate, another meeting was soon held on June 8, but the chief business was the selection of new members. Mrs. Mary Morton Kehew, Miss Sarah Louise Arnold, Mr. Horatio Lamb and Mr. Walter E. Parker were elected. Mrs. Kehew was President of the Women's Educational and Industrial Union. She was a woman of great energy and force of character, who had much influence in shaping the early policies of the College. Through her a close relation between the Union and the College was at once brought about, a relation which still exists. Miss Arnold was at this time one of the supervisors of the Boston Public Schools, and was well known throughout the country in connection with elementary education. Mr. Lamb, a gentleman of unusual social charm and prestige, for many years gave much time to the affairs of the College, and in conjunction with Mrs. Lamb has been among the most generous donors to the funds of the College. Mr. Parker, President of the Pacific Mills, remained a member of the Corporation but a short time, resigning in 1902.

In the autumn, October 25, 1900, nearly a year after its first meeting, the Corporation assembled for the fourth time. Professor Sedgwick reported on what he had gathered during his summer in Europe, and Miss Arnold was requested to study industrial education. A "Committee on Organization" was appointed, consisting of President Warner, Mrs. Ames, Mrs. Kehew, Dr. Bradford, and Professor Sedgwick. This committee recommended at the next Corporation meeting, about a month later, that studies should be made concerning Household Economy, Horticulture, Applied Art and Secretarial Work.

Early in the new year, 1901, the College acquired a definite address by taking over a room in the Simmons Building on Water Street, which was part of the College property. This bare office room, furnished with six chairs and a desk, was presided over by a newly appointed Secretary of the College, Miss Hester Cunningham, a Radcliffe graduate.

An office and a Secretary having been acquired, search for a President was next set afoot, under the direction of a committee consisting of the same persons who formed the Committee on Organization, with the substitution of Miss Arnold and Mr. Edgar Nichols in place of Mrs. Ames and Mr. Warner. Meanwhile much discussion about the general nature of the College was proceeding at the monthly meetings of the Corporation held during the winter and spring. On May 29, the Committee on Organization made its first definite recommendation, namely, that the College administer the School of Housekeeping.

This school was an educational experiment, started in 1897 by the Women's Educational and Industrial Union, and was located at 45 and 47 St. Botolph Street. Here young women (some of whom were college graduates) interested in the problems of home-keeping, resided, and used the houses as a laboratory so that practical experiments and instruction could be carried on side by side.

Negotiations with the Union in regard to this school were begun at once and continued during the fall and winter of 1901 and 1902 with the result that the College agreed to take over the equipment and obligations of the school and administer it, beginning with the next academic year. Thus the Corporation committed itself by entering into this agreement before any formal decision had been reached on the fundamental nature of the institution. Some members of the Corporation, particularly Miss Morse, seem to have favored a trade school of a distinctly philanthropic nature, and certainly this interpretation could be read into Mr. Simmons's bequest.

Yet during the thirty years which had passed since the death of the Founder, educational opportunities in Boston had increased greatly, particularly by the establishment of an excellent trade school for girls as part of the public school system. When the Corporation adjourned for the summer of 1901, a final choice between a trade school and an institution at the college level had not been made.

At the first meeting in the fall, the President of Clark University, presumably with a covetous eye on the Simmons endowment, submitted a proposal that the College be located in Worcester, with a view to federation with the university to which Jonas Clark had left \$2,000,000 for the foundation of an art

museum, library, and college for young men and women. The Corporation voted to lay the proposal on the table. Another proposition was received from Prof. Goodell of Amherst Agricultural College (now Massachusetts State College) in which he requested a meeting to discuss plans to the mutual advantage of the two institutions in the direction of establishing a program for women in agriculture and horticulture at Amherst. Although nothing came of this suggestion at this time, a program in horticulture was offered by the College a few years later, in which part of the work was to be carried on at Amherst.

Dr. Henry Lefavour, who was then Dean of Williams College, had been asked in the summer of 1901 to make a study and to report on a program of organization of the College. He presented the report in person on October 17, and after the meeting, Professor Sedgwick said to his friend, the author, "Henry, you have scored a bull's-eye." Since the recommendations made in this report were eventually adopted and became the basis for the organization of the College, it is worth while to take them up in some detail and to give some quotations from the report itself:

"It is naturally your desire not to duplicate whatever is being adequately done in this vicinity, not to add another institution that shall simply share the patronage of colleges and schools already established, but if possible to lead the way with standards of the future rather than of the past, and to make this most generous foundation a means of aiding both directly and indirectly the young women of this country for many a generation.

"As this institution is denominated a college, it is fair to assume that you will not attempt to cover as your primary function occupations which do not involve a certain intellectual maturity and do not require a continuous training of two, three or four years. I should advise then at the outset a technical college of high standard, receiving girls who have already a foundation of general knowledge and graduating them well equipped with both a broad intellectual or artistic foundation and a specialized technical training that will open to them some avenue of remunerative labor.

"What, then, I advocate as the initial plan is an institution of collegiate calibre with a full period of four years, which shall include whatever will widen the horizon and sharpen the intellectual powers without deviating from the original purpose for which the college is established.

"The courses which might be offered, one of which it is expected each student will follow, are these: (1) Domestic Science. (2) Applied Art. (3) Secretarial Work. (4) Library Science. (5) General Science. (6) Special Courses.

"In order to carry out the plan of a general training as the basis of the various courses, I would suggest the following non-technical departments of instruction: 1. *Language*: English (composition and literature), French, German, Spanish, Italian.

2. *Science*: Biology (including Physiology, Bacteriology and Sanitary Science), Chemistry, Physics (including Meteorology), Physiography and Geography.
3. *Economics and Political Science*: Political Economy, Sociology, Elementary Finance, Government.
4. *History*: General Ancient History, Modern American and European History, Constitutional History.
5. *Art*: History and Theory of Art.
6. *Philosophy*: Psychology and Ethics.

“Let us consider now the various courses somewhat in detail:

“*Domestic Science*. The aim of this course should be to equip a woman with the knowledge and practical skill necessary to supervise in all its detail a large institution. She should thus be able to take charge of any department in a hospital, public institution, asylum or hotel, or incidentally to manage a private home sensibly and successfully. She could put to good use the training thus gained, for instance, in a social settlement or in the every day life of an ordinary neighborhood. One-half of the four years would be devoted to studies of a general nature and would represent the culture studies of an ordinary college. The rest would be taken up with applied science, especially chemistry, physiology, hygiene, bacteriology, sanitation; with cookery, its principles and practice, marketing, dietetics and dietaries on both a large and small scale, domestic and institutional architecture, including gas and electric fitting and plumbing, the designing, furnishing and decoration of a house, the management of a home and of an institution, a knowledge of the care of a house and of its furnishings, the science of its food, the washing of its linen and the clothes of its inmates, the keeping of accounts and the general rules of business. A graduate of such a course should be competent to act as the matron of an institution, but before or immediately after graduation she should have an opportunity to serve as an assistant in some practical institution in order that the college may test her acquirements and have a basis for a recommendation.

“*Secretarial Work*. The need of competent private secretaries and office helpers is felt on all sides. Stenographers and typewriters exist in abundance with an ever-increasing demand, but a secretary who knows how to write as well as to copy a letter, who can take her employer's idea and carry it out in all its details, who is sufficiently acquainted with business methods to look after office accounts, who can compose in a foreign language as well as translate from it, who has sufficient education to prepare abstracts, to consult authorities, and in many cases to act as an agent or representative of the employer, such a secretary we have now to search for and not always successfully. In general the present preparation for such a position consists of a college education and a brief course in a commercial school. In four years this college can give a substantial part of the college education and a far better training than the business school offers, and at a much smaller expense. Certainly here is a field not yet covered satisfactorily. The technical requirements in this course include courses in stenography, typewriting, correspondence, business accounts, forms and customs, abstracting and cataloguing.

“*Library Work*. . . . Two years of technical training are considered ample

but there cannot be too much general training in preparation. . . . The special topics of study common to all library schools would be pursued, such as accession work, classification, cataloguing, shelf-listing, charging systems, reference and cross-reference work, bibliography, etc. The non-technical courses should be prescribed so as to give each student as broad a foundation as possible, and to direct her reading in the most useful lines. It is evident that much that is done in this course would also be of use to the students in the secretarial course.

"Course in General Science. This course is planned for those who do not wish a college course involving the study of ancient languages. . . . It would also be for those who wish to prepare themselves for medical studies or advanced scientific work. It is introduced because it would entail little or no additional expense to the college, would attract some pupils, and would undoubtedly be a stimulus to the teachers in the scientific departments. It is justified under the purpose of the college in that it leads to a study of medicine or to preparation for the teaching of science. It would be of subsidiary importance as a technical course but in time, I venture to think, it would prove an important part of the college. It could be and should be mainly elective, allowing the student to lay stress where her interest lies.

"Special Courses. At the outset and until the trend of things could be seen I should receive pupils for special eclectic courses. There are often many who have not made up their minds as to their future and any use that may be made of the facilities of the school not inconsistent with the carrying out of its main purpose should be welcomed."

At the meeting of the Corporation on November 18, the report of the committee on the selection of a president was submitted, but the minutes of the meeting end abruptly with the statement, "At this point the Secretary was asked to withdraw." Did the advocates of the trade school idea make a last stand? The answer will never be known. On December 6, however, Dr. Henry Lefavour was elected President of the College to take office on January 1, 1902; and Miss Sarah Louise Arnold was elected Dean to take office at the same date. At the next meeting Miss Arnold resigned her membership in the Corporation, Dr. Lefavour was elected to membership, and then was immediately chosen President of the Corporation.

Having now secured a President and a Dean, the members of the Corporation were impatient to get the work of the College started. Offices were rented in Huntington Chambers, 30 Huntington Avenue, just above Copley Square, and the President was requested to report on a plan for accepting students and beginning instruction in the autumn of 1902. He recommended that programs be offered in "domestic engineering," in secretarial work, in library training, and in general science. To the first of

these programs the College was already committed by the acquisition of the School of Housekeeping from the Women's Educational and Industrial Union, an arrangement finally completed on February 26, 1902. The courses in shorthand, typewriting, and accounting in the program for secretarial work were to be given in Huntington Chambers, and those in library work, in one of the houses on St. Botolph Street. Instruction in the other subjects to be taught, which did not require special equipment, was to be conducted in the classrooms and laboratories of the Massachusetts Institute of Technology, on Boylston Street, by instructors in that institution. This plan was carried out in the academic year, 1902-03. The curricula of these programs will be taken up in later chapters of this account, where the history of each School of the College will be given.

The President also recommended the leasing for five years of St. Botolph Hall for the housing and feeding of students who could not live at home because of too great distances from Boston. This building, which became known as Simmons Hall, was situated on St. Botolph Street nearly opposite the houses occupied by the School of Housekeeping. It was of four stories in height and was divided into a number of small suites, designed as bachelor apartments. The College leased the building, converted the first floor into general reception rooms and parlors, an office suite for the Dean, and a suite for the House Matron. The upper floors were used for the student dormitory. The dining room and kitchen were in the basement, the floor of which was only slightly below ground level. The prices of residence, including board, ranged from \$225 to \$325 a year. Simmons Hall was the center of the social life of the College until the dormitory on Brookline Avenue was opened in 1905.

Students were admitted to take the regular courses "if they had had the equivalent of the preparation represented by graduation from a well-equipped high school." A bid for special students also was made by announcing the acceptance of applicants "showing evidence that they are qualified to follow with advantage the subjects selected." The tuition for full-time students was placed at \$100 a year.

As soon as it was known that the John Simmons bequest at last had become available for use and that Simmons College was soon to be established, the Corporation was flooded with offers of

available permanent sites for the College. More than one hundred different locations were proposed. This list was soon reduced to some eight or ten, and at once great divergence of opinion among the members of the Corporation became apparent. The more spacious and attractive pieces of property, such as the Pierce estate at Chestnut Hill reservoir near the present Cleveland Circle, and the property on Jamaica way at the corner of Perkins Street were thought by some to be too difficult of access for students from many parts of the city and the suburbs. In the heart of the city a piece of land on Columbus Avenue near Berkeley Street was seriously considered, and also a location on Tremont Street near Northampton Street. The selection of this latter site was strongly favored by that group of the Corporation who still believed that the College was to draw its students from among the "poor working girls" and that it should therefore be located in their midst, as in Roxbury or the South End.

At the frequent meetings of the Corporation held during 1902, discussion seems to have been heated, and at the final meeting of the year in June, no decision had been reached. When the Corporation next met early in September, however, it was voted to take an option on the property on Jamaica way, but a month later a committee which had been appointed to study the question of the location of the College reported in favor of the site on Columbus Avenue. Apparently this report was not accepted, for at the following meeting, the committee was instructed to make further investigation of possible sites "east of Longwood Avenue." Two weeks later the committee announced that the only suitable and available property meeting this condition was that at the corner of Ipswich and Boylston Streets, one block west of Massachusetts Avenue. Thereupon the Corporation voted to establish the College on this piece of property, Miss Morse, Mrs. Kehew, and Mr. Lamb voting against the motion. Miss Morse objected to the location on the grounds that the sight of the well-dressed ladies of the Back Bay taking their promenades in the vicinity would have a bad influence on the impecunious students by making them envious. However, the choice seemed to have been made, and the committee was asked to nominate an architect. At the next meeting it was voted to employ Peabody and Stearns or Wheelwright and Haven. The former firm must have been the final choice, as Mr. Peabody appeared at the meeting of December 8



THREE HUNDRED THE FENWAY

and discussed the relative advantages of the Ipswich Street, the Jamaica way, and the Columbus Avenue sites. Whereupon it was voted to reconsider the choice of the Ipswich Street site, and the fat was in the fire again.

Although a week after Mr. Peabody had met with the Corporation that body had favored by an informal vote of seven to four the selection of the Jamaica way site, the following week a motion to make this choice formal was lost, as was also a motion in favor of the Columbus Avenue location. Professor Sedgwick then proposed as a compromise the purchase of the land at the corner of The Fenway and Worthington Street, next to Mrs. Gardner's Fenway Court, a site which heretofore had been given little or no consideration. This proposal was immediately adopted by a vote of seven to two, although it was agreed that before the purchase was made, Mrs. Gardner's approval of the College as a neighbor should be sought. On January 12, 1903, Mrs. Gardner having raised no objection provided the College building should not be placed too near Worthington Street, it was voted nine to two to buy from The Thayer estate and from the Boston Water Power Company the tract in question for the sum of \$180,000. Thus did Simmons College become located at 300 The Fenway.

While the year 1902 had been devoted chiefly to the choice of a permanent site for the College, other important matters were considered. The deaths of Mr. Sawyer in the spring of 1901 and of Mr. Henry Nichols a year later had not only broken the continuity between John Simmons and the College, but had also made a regrettable gap in the Corporation. A number of suggestions for new members was made; Mr. A. Lawrence Lowell, later President of Harvard, was invited to join the Board, but declined; Miss Marion McGregor Noyes, who had been before her retirement prominent in educational circles in the West, Mr. George H. Ellis, a business man, and Mr. Guy Lowell, the well-known architect, were elected. During this year were completed the sales of the Rialto building and the Simmons building, and in the next year the sale of the Simmons "mansion" on Tremont Street. The report of the Treasurer in November, 1902, shows the assets of the College to have been about \$2,700,000 of which about \$600,000 were in real estate and the remainder in cash and investments.

Instructors for the classes which were to start in October were

appointed. Among these were Edward H. Eldridge and Mary E. Robbins, who, as directors of the schools of secretarial work and of library science respectively, had great influence in determining the curricula and standards which the College was to maintain for many years.

An account of the opening exercises of the College has been given in the introductory chapter. Instruction was no more than well started, however, when it became necessary to consider plans for the year 1903-1904. The Institute of Technology gave notice that it could not offer the use of classrooms and laboratories beyond the current year, because of the crowded condition of its building. Therefore, space on three floors was leased in a new building at 739 Boylston Street, just above Exeter Street. On the top floor were installed a laboratory for elementary chemistry to accommodate one hundred students, a very small laboratory for biology, a good-sized lecture room, and a combined library and reading room. The remaining rented space in the building was fitted for typewriting rooms, classrooms, and the general offices of the College. These quarters were completed and occupied in September, 1903.

The decision to lease rooms at 739 Boylston Street had been made in the midst of the controversy over the permanent site for the College. When that important question had been settled, as just recounted, the Corporation was ready to consider building plans. But first of all a contract was let with the city ash collector to fill in the newly acquired swamp land with ashes, which included, of course, tin cans, old papers, and many other kinds of rubbish. The architects, Peabody and Stearns, submitted a plan for a building estimated to cost \$414,000. A month later, however, the building committee was authorized to proceed with plans for two buildings, one for classrooms and laboratories, and the other for administrative offices. This action was taken on March 9, but on the 29th of June the President reported that as based on contractors' bids not enough money was available for both buildings. Urgency for making a decision, however, must have been felt, since the Corporation held a meeting in the middle of the summer, July 13, and on September 14 a contract was authorized to be made with the A. C. Whitney Company for the completion of a single building by May 2, 1904, at a price of \$318,383, exclusive of heating and ventilation.

Although a description of this building may seem superfluous to graduates of Simmons College, it may be well as a matter of record to note its essential features. It is constructed of steel framework, with outside walls of mottled brick, yellowish-brown in color, and with trimmings of limestone. The under floors are of concrete and the partitions of fireproof tile. The over floors are of wood, except for the corridors and lavatories which are of small pieces of marble set in cement, known as terrazo floors. The building is 236 feet long, 72 feet wide, with eaves 48 feet by 36 feet projecting toward the back at each end. The main part of the building is of three stories, with a fourth floor, not visible from the street, under the slanting copper roof and surmounted by an imposing cupola. A grass plot 20 feet in width lies between the sidewalk and the building, this setback and the restricted height of the building having been agreed upon with the city in exchange for granting access from the Parkway. The main entrance in the middle of the front opens through a vestibule into a transverse corridor which runs through to the back entrance. The main corridor, parallel with the street, originally had side entrances at each end. A broad staircase on each side of the front entrance rises to the fourth floor, and narrow stairways encircle elevator shafts near the entrances to the wings. There is no elevator, however, in the shaft at the west end.

When the building was first occupied, on the ground floor on the street side were two classrooms and six small offices for the heads of departments; on the back were two large amphitheatre lecture rooms and two more classrooms. The rear wing at the west end and an adjoining classroom were assigned to classes in typewriting and in shorthand, and in the wing on the east end and in the connecting classrooms were situated the physics laboratories. On the second floor in the central rooms, with outlook at the back, were located the main office and offices for the President and for the Dean. Over the typewriting and shorthand rooms were situated two laboratories for biology, and over the rooms assigned to physics were located two laboratories for chemistry and a small private laboratory for the use of the professor in that subject. On the front on the second floor were two more small rooms for chemistry and three classrooms. Three laboratories for cooking were installed above the chemistry laboratories, and two rooms opposite them on the front of the

building were reserved for classes in sewing. At the other end of the building above the biology laboratories were the quarters of the library school. This arrangement left six classrooms on the third floor. The west end of the fourth floor accommodated the library and was lighted by dormer windows on the back of the building and by a skylight. A similar room at the east end was used as an assembly hall and overflow for the library. On the fourth floor also was a rest room for students and one for women instructors. There were two lavatories on each floor.

While the architects were engaged in drawing plans for the permanent building during the winter and spring of 1903, the Corporation gave consideration to extending the work of the College in other programs than the four already underway. The trustees of the Boston Cooking School, situated on Boylston Street, proposed that the College absorb that School. Satisfactory arrangements were agreed to by which the College took over the funds of the School, appointed the Director of the School, Miss Maria Willett Howard, head of the department of cooking at the College, and agreed to offer a one-year program "to young women who wished to prepare themselves for the more thoughtful and effective administration of a private home, even when their course of study does not adequately prepare them for self-maintenance." The establishment of this program which became popularly known as "the diamond ring course," was of importance as setting a precedent for offering programs not designed primarily for preparation for self-maintenance and as in contradiction to the legal opinion of Mr. John C. Gray, of Ropes, Gray and Gorham, who had stated in 1901 that the Simmons funds could not be used "to train for one's own housework nor to become a servant." Incidentally, it is of interest that at the same time Mr. Gray gave it as his opinion that the title of the College must include the word "female" and that the funds could not be used to educate men.

In 1903 also negotiations were begun, which extended over a period of four years, with the Boston Normal School of Gymnastics for a merger of the School with the College. Under the will of Mrs. Mary Hemenway a trust had been established in 1894, the income of which was to be used in support of this school of gymnastics for the next fifteen years. The annual expenses of the School were about \$20,000 in excess of its income, so it was

evident that before 1909 (the date of expiration of the fifteen years) some other source of support must be found or else the School must close. The trustees of the Hemenway fund offered to give Simmons College \$50,000 from their accumulated income toward the erection of a gymnasium to cost not less than \$100,000 and to affiliate the School with the College; the School, however, was to retain its autonomy to a large extent. The Corporation declined this arrangement, stating that they would require three times the amount offered in order to build a satisfactory gymnasium, but nevertheless asked that the matter be left open. Since an attempt to get the support of Mr. Andrew Carnegie for the project failed, and since some of the stipulations about the management of the School were unsatisfactory to members of the Simmons Corporation, the merger fell through. The School later became a part of Wellesley College.

From the beginning, horticulture had been a field in which some members of the Corporation, particularly Mrs. Ames, had been interested. As has been stated already, a suggestion had come from Amherst Agricultural College in 1901 that Simmons College become a part of the Amherst institution, and now, two years later, Simmons approached Amherst, Rhode Island State College of Agriculture, and the Bussey Institute with a view to offering a program in horticulture with two years at Simmons and two years at a college of agriculture. Arrangements were finally concluded with Amherst, notwithstanding a formal protest from the students of Amherst Agricultural College against allowing the establishment of a college for women there. The students need not have worried, however, since only three girls ever went to Amherst in this connection. The program was announced in the Simmons catalog for 1904-05 and in the catalogs of the next five years, after which it was withdrawn.

Although the attempts to extend the work of the College into the subjects of physical education and of horticulture did not meet with success in these early years of the College, later programs in these fields were again offered, flourished for a time, and were again withdrawn, as will be set forth hereafter in the accounts of the affiliation with the Bouvé-Boston School and with the Lowthorpe School.

A study of the possibilities in nursing education also was begun and likewise resulted in no action at this time, but was revived

many years later to result, unlike the two preceding subjects, in the establishment of one of the most important schools of the College of the present day. In 1903 Dr. Alfred Worcester of Waltham presented a long report favorable to the undertaking of work in the field of nursing, and a plan was drawn up with the authorities of the Harvard Medical School to establish jointly the "Winsor School of Nursing." But when it came to final action, Harvard University withdrew, and the school was not established. The College, however, did complete arrangements with the Children's Hospital and with the Massachusetts General Hospital to give a half-year program to prospective nurses from these hospitals. The program consisted chiefly of special elementary courses in chemistry and biology and was inaugurated in 1904. The Massachusetts General Hospital withdrew after a few years and its place was taken by the New England Deaconess Hospital. The program is still in operation, and the College has contributed a valuable public service in giving a preliminary training to thousands of nurses during the past forty years.

Although co-operation with Harvard had failed in regard to nursing, success was attained in the field of Social Work. "The School for Social Workers," under the direction of an administrative board appointed by the two institutions and consisting of the President of Simmons College, the President of Harvard University, and six persons active in the social service organizations of Boston was opened to both men and women at 9 Hamilton Place in the fall of 1904. The School was administered jointly by Simmons and Harvard until the close of the college year 1915-16, when Harvard withdrew. The full history of the School is given in a later chapter of this account.

Still another attempt at an affiliation was made by proposing to the trustees of the Boston Art Museum that the only women admitted to the Museum Art School should be those registered also at Simmons College. The College was to offer an Art program and to give the academic instruction required. The Art Museum promptly declined the proposal.

Although in 1901 the Corporation had committed itself to the collegiate level for the main work of the new institution, a strong sentiment remained that more directly vocational training should be given as well. Therefore, with the opening of the College, evening courses were offered by members of the staff for

students who were employed during the daytime. One hundred and two students registered the first year, about half of whom held positions as clerks, bookkeepers or stenographers, a quarter, teachers, and the remaining quarter pursued a variety of occupations. Courses in secretarial subjects were taken by approximately half of the students, courses in Home Economics accounted for a quarter, and English and modern languages were chosen by the others. The following year the Corporation granted ten scholarships to evening students, and the registration rose to one hundred and thirty-five; but in the next two years the number of students declined considerably. The experiments of holding evening classes were deemed to have been rather unsuccessful, and the need for offering such instruction was not urgent in view of other similar opportunities in Boston. Moreover, it seemed undesirable for young women to be crossing the deserted Fenway at night. Therefore, the evening classes were discontinued after their trial for four years.

If an industrial plant closed down for three months in the year, the procedure would be considered an inefficient use of resources, yet this was long the practice of colleges. Perhaps it might be argued that education is a seasonal occupation, the summer being a closed period for instruction. At any rate, the continuous operation of a college, as conducted by those institutions which are on the four-term or quarter basis, has not been general. Yet summer schools, open for six weeks of the long vacation, have retrieved a little of the waste. At Simmons a small group of librarians who were already employed attended a summer session in 1906. The experiment was so successful that an announcement of a summer library school was made in the catalog for the next year and resulted in the registration of twenty-nine students. This work has continued ever since, from twenty-five to forty students attending annually.

The Secretarial School gave a course for ten students in the summer of 1910 and felt warranted to make a catalog announcement for 1911, which brought in eighteen students. In the winter of 1913, plans were made for a summer school in a big way. Several courses in methods of teaching commercial and secretarial subjects were offered, special instructors, well known in their individual fields, were engaged, and the whole program was widely advertised among school teachers. Over one hundred stu-

dents attended this summer session, and the next year the number was equally large.

Encouraged by the success of the Secretarial School, the School of Household Economics announced for the summer of 1915 an ambitious program for teachers which included courses in cookery, clothing, chemistry and biology. One hundred students registered for one or more of these courses. Since its three larger associates were doing so well, the little School of General Science tagged along in 1917 with an offering of an advanced course in bacteriology which attracted six students. The following year there were seventeen students, but in spite of the growth, this was the last year in which the Science School gave summer work.

The largest total summer registration was in 1917 with three hundred and thirteen students. The next ten years showed a slow progressive decline in numbers, but in 1927 the School of Public Health Nursing gave instruction in the summer to sixty-three students, which brought the total well up again. The gain was only temporary, however, for thereafter the attendance in the Secretarial and Household Economics School fell even more rapidly than before. In 1931 only twenty-five students registered in Home Economics, and this proved to be the final year in this school. Summer instruction in the Library School, the Secretarial School, and the School of Public Health Nursing continued through the period which is covered in this account, but the total registration for 1933 had dwindled to only one hundred and thirty-three.

The summer school sessions were held during the six weeks following the Fourth of July. No classes were held on Saturdays, but often excursions to points of interest about Boston were arranged for those days. When the summer school had become of fair size, some of the dormitories and the dining room were kept open, although in the later years all plans, even to the giving of the courses, were tentative, because what the size of its registration would be was unknown up to nearly the last moment. The accomplishment of the summer school during the years was distinctly worth while. It was not the fault of the College that greater use was not made of its equipment and teaching staff. The instruction was offered, but apparently the demand for it was small.

CHAPTER V

THE SECOND AND THIRD YEARS — THE FACULTY

THE foregoing chapters have been based upon printed articles, material from files in the College, the records of the Corporation, and information contributed by President Lefavour and by Mrs. Poole, the great granddaughter of John Simmons. For events following the fall of 1903, however, the writer can supplement these sources from his own recollections of the College.

Having completed my graduate study of chemistry at Harvard in June, 1903, I sought and obtained an appointment as instructor in chemistry at the new Simmons Female College. The prospect of teaching women did not alarm me, but when I met my first class and discovered that the "women" were mostly girls but little younger than myself, I felt very self-conscious, particularly under the watchful eye of the matronly and distinctly Victorian Dean Arnold.

My first duty was to unpack the chemical supplies and apparatus and to equip the laboratory which had been installed at 739 Boylston Street, as has been noted already. Dr. James F. Norris, an assistant professor at the Institute of Technology, had oversight of the work in chemistry and gave one lecture a week, while I had charge of the laboratory, held quiz sections, and gave an independent course for students from the Boston Cooking School. In these activities I was assisted by Miss Alice M. Kirkpatrick, who also assisted in the section recitations in a lecture course in physics. In addition to my other duties I prepared the demonstration experiments for Professor Norris's lectures. As my days were fully occupied with teaching, most of these lecture experiments were set up in the evening and frequently Professor Norris would join me. When all was ready for the next morning's lecture, we would cross the street to the grillroom of the Hotel Lenox for a late bit of supper before going home to bed.

As a young instructor, I knew little about what was going on in the development of the College. By the middle of the winter,

however, Professor Norris and I were spending many hours in drawing plans for the desks and cupboards for the laboratories in the new building which was going up on the Fenway, in making lists of chemicals and apparatus to be ordered, and in deciding what books on chemistry should be bought for the library. At the close of the year, I packed in large wooden cases all the equipment which we had been using, and these were stored in the basement of the unfinished building for the summer.

Early September found me at 300 The Fenway amid carpenters, painters, steam fitters and plumbers. Although the contract had called for the completion of the building by the first of May, an extension of time had been granted. Indeed, the last of the workmen did not leave until well into December. During the summer a very heavy rain had flooded the basement, since the foundation walls had not been waterproofed (a bad mistake on the part of the architects) and our cases of chemicals and apparatus stood in a foot and a half of water. Armored with hip rubber boots and assisted by a disgruntled storeroom man, I got our boxes upstairs where they were unpacked and where the two new members of the chemistry department, Miss Alice F. Blood and Miss Florence L. Wetherbee, both recent graduates of the Institute of Technology, washed and dried the dripping apparatus.

Notwithstanding delays in the arrival of furniture and of laboratory fixtures, which handicapped all departments, classes were started on September 22 amid swarms of flies which entered through the unscreened windows from the city ash dump behind the building. Indeed, Simmons College appeared to be rising from an ash heap and to be located at the back of beyond. Our only neighbor was Fenway Court, and the Fenway, bare and desolate, stretched from Longwood Avenue nearly to Massachusetts Avenue broken only by the Church of the Disciples on Jersey Street, a row of unoccupied houses on Peterboro Street, and two other isolated dwellings. The land now occupied by Emmanuel College and by the Beth Israel Hospital served as a pasture for a herd of cows. Access to the College was difficult, particularly for those students who lived at Simmons Hall and in the two other dormitories on St. Botolph Street. An open work platform with steampipes beneath was installed in the basement of the College building, and in wet weather students stood upon

this platform to dry their skirts, which in accordance with the fashion of the day, reached the ground. As the Main Building afforded no space for a lunchroom, students and instructors were obliged to walk at noon to Students' House on Bellevue Street (now called Pilgrim Road) where a cafeteria service was provided.

With the College fairly under way in the fall of 1903, and with a staff of instructors, most of whom were on full-time appointment, the time had come to form a Faculty. On October 26, the Corporation authorized the organization of this body and delegated to it, subject to review, responsibility for all matters pertaining to admission, promotion and graduation of students, and to the formulation of administrative rules. The Faculty was composed of the President, the Dean, and the senior representatives from each of the departments of instruction. Since the members of this board played so important a part in establishing the standards and policies of the College, it may be worth while to give a brief sketch of each of them.

President Lefavour at this time was in his early forties, but to my youthful eyes, he seemed already to be middle-aged. Heavy-set and non-athletic in figure, he possessed a judicial manner, and while he was not austere, his subjects of conversation were never trivial. He would give uninterrupted attention to any proposal brought to him, and his reply would show that he had grasped at once the essential point and subjected it to the test of what it involved, particularly from a realistic point of view. I soon learned not to go to him with half-formed ideas or with incomplete data. He possessed a surprising knowledge of every detail in the equipment of the building and of the problems and needs of the various departments, but yet he seldom interfered directly with those to whom he had given authority. As presiding officer of the Faculty, he introduced for debate important matters of policy, and while encouraging free discussion, he succeeded in preventing hasty action or the adoption of idealistic but impractical plans, which some members of college faculties are prone to propose. His restraining influence was particularly felt in preventing too harsh action in the cases of students brought before the Faculty for disciplinary action or for dismissal for low standing.

Dean Arnold differed from President Lefavour in educational background as much as she did in temperament. The latter had

spent his academic life under the influence of Williams College, first as a student, then as instructor in physics, and later as Dean of the College, a career broken only by a short interlude as an instructor at Williston Academy and by another as a graduate student of physics in Germany. Miss Arnold, on the other hand, was the graduate of a normal school, had taught for a time in a small town school, had been a director of the school system in Minneapolis, and had come to Simmons College from the position of supervisor of primary education in the Boston schools. She approached questions with reference to expediency and to the persons involved rather than from the collegiate academic point of view and general principles. She was one of the most fluent and plausible speakers whom I have ever known, and I often came away from an interview with her overwhelmed. On the public platform she was perfectly at ease with an inexhaustible vocabulary and constant use of metaphor. With this ability and with her wide acquaintance in the National Educational Association and with a liking for social occasions, she was frequently invited by women's clubs and other organizations to describe the new kind of educational opportunity offered by Simmons College. Thus she came to represent the College in what is now called "Public Relations." Since, however, she was not only Dean but also head of the School of Household Economics, and since she was inclined to stress the "preparation of young women for life," an erroneous impression of the full extent of the opportunities at Simmons College sometimes was obtained, to the dissatisfaction of some members of the Faculty. Although as Dean Miss Arnold tended to treat the students as children and enforced dormitory rules which would seem very restrictive in these days of self-reliant youth, she had a sympathetic understanding of individual problems which made her beloved by most of the girls who came under her motherly care.

Dr. James F. Norris was the first to be appointed to a full professorship. Having obtained a doctorate from Johns Hopkins University in 1895 at the early age of twenty-two, he had since that time been connected with the department of chemistry at the Massachusetts Institute of Technology. When he came to Simmons College, he already had won marked distinction by his investigations in organic chemistry and by his success as a teacher. Of an unusually genial disposition, he was very popular

both with students and with his fellow-instructors. By his high standards of scholarship and his conservative theories of education, he organized the work of his department so successfully that its high reputation lasted for many years after he had resigned, and his influence through the instructors who worked under him and through those students who later became members of the teaching staff is still effective.

Simmons College robbed the Institute of Technology of another brilliant young man in the person of Dr. Theodore Hough, who became Associate Professor of Biology and Director of the School of Science. At the Institute Professor Hough had been very closely associated with Professor Sedgwick whose activity as a member of the Simmons Corporation already has been recorded. It followed from this connection and from Dr. Hough's culture and broad interests, that he took a most active part in the formulation of the policies of the College. When he resigned in 1907 to become Professor of Physiology at the University of Virginia, President Lefavour wrote of him in his annual report, "Professor Hough was not only a man of science of wide reputation, but a sympathetic and effective teacher, and he contributed largely by his advice and personal efforts to the organization and administration of the college policy."

Dr. Frank Edgar Farley, formerly instructor in English at Harvard, brought to the College the uncompromising ideals of the true scholar which he was. The same may be said of Alfred Bull Nichols, head of the department of German, who also came from the teaching staff at Harvard. Professor Farley remained at Simmons for fifteen years, until called to Wesleyan University, and he set enduring standards for the department of English. Professor Nichols, an exceptionally good and strict teacher, had an important part in setting a high level of scholarship in the formative years of the College. His death by suicide, following a year of ill health, left a gap which it was found impossible to fill.

The department of Romance Languages was under the direction of Reginald R. Goodell, recruited from the staff of the Institute of Technology. After the death of Mr. Nichols, he administered also the department of German until he retired, emeritus, in 1936. Although he seldom took a prominent part in the constructive policies of the College, he could be counted upon to support the academic standards of his colleagues.

Edward H. Eldridge, Director of the School of Secretarial Studies, was the chief representative of the technical departments. He was widely known in the field of secretarial education, through his textbooks and through his connection with national associations of stenographers. He was in complete sympathy with the policy of requiring a broad academic foundation as well as high technical proficiency for graduation from Simmons College, and the program which he advocated was one aimed to produce secretaries rather than merely stenographers. He was eminently practical and efficiently interested in the administrative details of his own department as well as those of the College as a whole.

The formulation of a program for training librarians was in charge of Miss Mary Esther Robbins, a graduate of the New York State Library School. She was assisted by an advisory council which included the heads of the large libraries in this vicinity. Miss Robbins was chiefly concerned with the interests of the Library School and of the College Library which also was under her direction. The School which she developed soon attained a high reputation, and it has added greatly to the prestige of the College.

The Faculty included also in 1903-04 Prof. Charles F. A. Currier in history and Prof. George Wendell in physics, both of whose primary connections were with the Institute of Technology.

This was the Faculty whose problem was to administer a new kind of collegiate education for women. Youth was an outstanding characteristic of the group. None of them was yet fifty years old, and the average age was under thirty-five years. Five of the eleven members had been, or still were, on the instructing staff of the Institute of Technology, so it is not strange to find that certain forms, such as the marking system, which were in use at that institution were adopted at Simmons.

Matters pertaining to curricula, a subject usually dealt with by college faculties, had not been included in the authorization granted by the Corporation. Yet members of the Faculty, acting individually in consultation with the President, determined the choice and extent of subjects which made up the programs of the different schools. That is, matters which were common to all schools, such as requirements for admission and standards of scholarship, were placed in the hands of the Faculty as a whole,

but problems which required knowledge of special fields of education and which involved expenditures and appointments, wisely were left for settlement by the heads of departments and the Administration.

The organization of the Faculty passed through a number of changes in the next thirty years, a brief sketch of which may be given at this point. In 1912 the size of the Faculty had increased from the original ten, in addition to the President and the Dean, to twenty-three members of professorial grades. This number was too large to serve well as an administrative body, and at the same time, a large number of experienced instructors had no part in the development of the College where their advice was needed. Moreover, it was desirable that they should be more fully informed about college policies and should feel that they had a share in the determination of them. Therefore, the Corporation adopted a new statute in 1913 which provided that the Faculty should include professors of all grades and all instructors and lecturers holding full-time appointments who had at least one year of service in that grade at Simmons or any other approved college.

The statute also provided for the formation of "The Administrative Board" which was composed of the President, the Dean, the professors of full grade and of associate grade, and of the senior members of any department not represented by a full or associate professor. In the first year of this arrangement, the Faculty consisted of fifty-four members, and the Administrative Board of fifteen regular members and a clerk. As Professor Norris at this time represented the department of chemistry, I was put on the Board as clerk.

The Faculty was given jurisdiction over the requirements for admission and graduation, the arrangement of programs of instruction, rules governing examinations and attendance, and other matters not reserved for the Administrative Board. The Board held exclusive authority with regard to all matters of discipline and the recommendation of candidates for graduation. In matters which were ruled by the President to appertain to College policy, the concurrence of both the Faculty and the Administrative Board was necessary for enactment. In practice, as it worked out, questions of policy were first debated in the Board, and recommendations were presented to the Faculty

where they were usually adopted with little or no discussion. This course of events was natural, because the most articulate members of the Faculty were also members of the Board. The Board acted also as the executive committee of the Faculty, when circumstances arose which required immediate action but did not warrant calling a special meeting of the whole Faculty.

Just as at the end of the first decade of the College the Faculty had become so large as to benefit by reorganization, so by 1924-25 the Administrative Board, with a membership of twenty-eight, had become unwieldy. It was therefore discontinued the following year. The Faculty at the same time increased up to fifteen the number of its standing committees and enlarged the membership of most of the older ones. Thus every member of the Faculty was on at least one committee. It was hoped that by this means all would participate in the proceedings of the Faculty. The need for a small group in which informal preliminary discussions could be carried on and which could be called together for emergency action soon became evident. Therefore, in 1927 The Executive Committee of the Faculty was formed which was composed of the President, the Dean, the senior member of each department, and any full professors not otherwise included. This Committee, which consisted of fifteen members, practically took the place of the former Administrative Board, although officially its status was different in that it held no exclusive authority, and the minutes of its meetings were read to the complete Faculty for record.

The organization of the Faculty thus passed through many changes, but the subjects considered were much the same year after year — admission requirements, grading systems, requirements for graduation, the length of class periods, the division of the year into terms, and particularly the consideration of the records of students in low standing. In addition, the "Honor System" came in for many discussions in its various phases of evolution. In the early years a great deal of routine and detail about individual cases came before the whole Faculty, matters which later were settled by the adoption of general rules and by reference to committees. Page after page of the first volume of the "Minutes of the Faculty" are filled with the names of students who were "referred to the Dean because of low standing," or "informed that your work is unsatisfactory," or "warned that

you may not return to the College unless the quality of your work improves," etc. What could be so dead today as these records of forty years ago? Yet upon reading this volume recently, many names recalled to me vividly discussions (often heated) about the exact vote of admonition to be sent to the student under consideration. That the Faculty should devote the greater part of its time to the cases of individual students, and those the least satisfactory ones, might seem a futile waste, but really here were being set in an objective way the standards of scholarship which were to characterize the College.

Under the first Faculty three standing committees were appointed — on Admissions, on Examinations, and on Scholarship Awards. The requirements for admission have passed through many changes, the history of which had best be taken up as a whole. This treatment holds true also in regard to the matters dealt with by the other two committees, namely that on Grades and that on Student Aid.

CHAPTER VI

ADMISSION REQUIREMENTS

REQUIREMENTS for admission have been a subject never failing, through the years, for Faculty consideration. Applicants for admission to the four-year programs in the first year of the College were required only to show that "they had had the equivalent of the preparation represented by graduation from a well-equipped high school." The newly authorized Faculty, however, had no sooner become organized than a committee on requirements for admission was appointed. Dr. Hough, as chairman, made an exhaustive report in January, 1904, and after debate at several subsequent meetings, it was voted that for candidates who entered in 1905 the course of study pursued must ordinarily include the subjects of English, History, two years of a foreign language, and Mathematics, including Algebra and Geometry. Failure to meet the requirement in any of these prescribed subjects could be offset, however, by passing an examination. Moreover, a candidate "must submit a detailed record of her work and scholarship in the preparatory school."

These requirements would appear, at first sight, to make it much more difficult than heretofore for a student to enter Simmons College, but in reality the prescribed subjects were those commonly included in high school programs, and the word "ordinarily" had been inserted before the list of specified subjects. In addition, another loophole had been left in applying the requirements, for the statement was printed that "A candidate whose course of study and records of proficiency, while not entirely satisfactory, are yet not seriously deficient, may be admitted, at the discretion of the Committee, upon passing certain examinations, or on condition that certain courses are taken in addition to those required for graduation." In short, almost any candidate who could convince the Committee on Admission that she was qualified to do the work of the College might get in.

This Committee on Admissions thus was the most important committee of the Faculty, and for many years consisted of the Dean, of the Directors of the Schools located in the Main Build-

ing, and of a representative of the academic departments. In 1904, then, the Committee was made up of Miss Arnold who held the two offices of Dean and of Director of the School of Household Economics, Professor Eldridge, Professor Hough, Professor Robbins, and of Professor Nichols for the academic departments. How the members of this Committee differed in their points of view on cases of admission, if they did differ, I can surmise only from their educational backgrounds and from discussions after 1910, when I took the place of Mr. Nichols and when Professor Norris had already succeeded Professor Hough. In general, Professor Norris and I upheld a rigid and perhaps narrow interpretation of the requirements; at least Miss Arnold often urged what she called "the broader vision." She was constantly in favor of giving credit toward admission to graduates of normal schools for experience in teaching. As I now look back upon those days, I must have been an annoyance to her, acting like the young and argumentative member of the Committee, which I undoubtedly was. At any rate, she often flattered me and forestalled my opposition by inviting me to talk over with her in advance some case which was to come up before the Committee.

But to return to the evolution of the published requirements for admission, in 1906 arithmetic was added to the list of prescribed subjects. This addition was made at the instigation of the departments of physics and of chemistry, since they found their students handicapped by a woeful weakness in this elementary subject. It was hoped that by making this requirement students would be compelled to review the simple processes of arithmetic which many students had forgotten during their four years in high school.

It having been demanded in 1905 that the preparatory course in high school should include certain subjects, as already noted, the next year candidates were required to pass entrance examinations in these subjects. This was the only year in which this requirement of examination was in force, for in the succeeding year a certificate of proficiency from the high school was accepted instead. But at the same time it was insisted that the remaining subjects, to the extent of fourteen units including the prescribed ones, should be chosen from a given list. This list was made up of the branches taught in the typical college preparatory programs and did not include "commercial" and other technical subjects. A unit was the work of one year in a given

study, and the usual four-year high school course consisted of from eighteen to twenty of these units.

One year later, a candidate was obliged to offer sixteen instead of fourteen units from the specified list. These regulations remained in force for four years and marked the high point in inflexibility of admission requirements as published. The Committee on Admission, however, had been "admitting with conditions" a fairly large number of students. During this period, however, the Faculty was still engaged in consideration of admission requirements, and they brought out a new statement to go into effect in 1912. This was expressed in new units based on year-hours instead of year-courses and reduced the requirement, when translated to the old terms, from sixteen units to fourteen and one-half units, but allowed the Committee to grant no more than one-half unit "condition" to a candidate who could not meet the full requirement. At the same time the list of acceptable subjects was increased, and courses in commercial and in household economics subjects were included. These, substantially, were the requirements in effect for the next twenty years, although slight changes were made from time to time, particularly in regard to the method and form of certification of candidates by their preparatory schools.

The effect of all these changes was hardly noticeable from year to year, although in the year in which specific requirements were first imposed, 1905, the number of first-year students was only about half the number of the preceding year. Thereafter, there was a continued but irregular increase in the numbers of freshmen, which showed no correlation with the changing requirements for admission. Neither did the per cent of first-year students brought to the consideration of the Faculty because of low marks change greatly in successive years. As a teacher of a large course in elementary chemistry, I found the average ability of my students pretty constant, and I know that I could not make the work more difficult nor the standards higher as the years went by. It is not strange that minor variations in the requirements for admission are not reflected noticeably in the nature of the student body, because by far the greater number of candidates can qualify under any reasonable requirements. Only the personnel of the more poorly prepared students will be different under one set of requirements from that under another.

CHAPTER VII

GRADES—REQUIREMENTS FOR GRADUATION—ATTENDANCE

A CONSTANT plague to the conscientious teacher is the necessity of recording the progress of his students by making out "grades," and of stimulating his pupils by the reward of high "marks" for mastery of the subject and by the fear of low "marks" for the neglect of his work. Many instructors maintain that a grading system is pernicious; that students should realize that education is their aim, and attainment of it, their reward. These instructors, however, forget the universal desire for immediate recognition of endeavor and assurance of progress. They would recognize at most only two grades "passed" and "failed." At the other extreme are those who would report marks on a numerical percentage basis, which implies an ability to measure a student's achievement to one part in a hundred, to state that a person who attains a grade of 80 per cent is a superior student to one who attains 79 per cent. Although, of course, tests can be devised which can be graded to this or even greater accuracy, no test or series of tests can ever give more than an approximate measure of intellectual capacity and achievement. Most colleges have come to recognize five grades — "A" to "E" inclusive.

Simmons College adopted a four-grade scale with an additional tentative grade of "Conditioned," signifying a failure which might be redeemed by passing a subsequent examination. In 1904 abbreviations and definitions were used like those at Technology — H=high, P=passed, L=low, C=conditioned, F=failed. In 1913, however, a shift was made to the "A" to "E" system. These grades were defined as follows: A=excellent, B=good, C=fair, D=low, E=failed. In any classification of students borderline cases must exist, so some instructors attempted to make finer differentiation by using plus and minus signs also, but these distinctions were not entered on the official college records.

In the statement of the requirements for graduation, however, and in the rules governing the treatment of students with poor records, only two passing classifications were recognized — a

clear pass and a pass with low standing. For graduation, for example, two-thirds or more of the courses required had to be grades "A," "B," or "C" which were thus lumped together into one class. This arrangement obviously was faulty, because if distinction in the quality of clear passing work could be made, as expressed in the grades "A," "B," and "C" this distinction should be taken into account where it had most significance. Clearly a student whose record showed slightly more than the permitted one-third "D" but all other work "A" was more worthy of a degree than one whose record was satisfactory as to the fraction of "D" grades but contained no mark above "C"; yet the first student would not graduate and the second one would.

This situation was rectified in 1926 by assigning a numerical weight to each letter — "A"=4, "B"=3, "C"=2, "D"=1. Thus the quality of the work of a student who made a "B" in one course and a "D" in another course was rated the same as that of a student with "C" in each of two courses. All courses, however, were not the same in length nor in the number of exercises per week; therefore, sometime previously in 1917 courses had been evaluated in terms of "credit hours." Now the number of "credit hours" was multiplied by the weight number for the grade obtained by a student in a given course, and the product was called her "quality points." Thus, if a student attained the rank of "B" in an eight-hour course she was credited with twenty-four points. Or, expressed the other way around, the total points divided by the total hours on a student's record gave the average quality of her work. The number *two*, for example, indicated that the average quality of the work was "C." The requirement for graduation was placed at 1.85, a little below an average of "C" instead of the former two-thirds above "D."

As soon as the final grades for seniors had been reported to the Recorder, one or two days before Commencement, the whole instructing staff met to recommend to the Corporation the names of those who were to receive degrees. There were always a few cases of candidates who failed by a small margin to meet some requirement for graduation but for whom extenuating circumstances could be urged. Debate on these cases was often prolonged. When the meeting adjourned, a group of anxious seniors was always found waiting about the bulletin board where the list of successful candidates was immediately posted. The loudest

shouts of joy often came from those about whose graduation no shadow of a question had arisen.

After Commencement the staff met in an all-day session to consider the cases of undergraduates with poor records. These students might be "referred to the Dean," "placed on probation," or "required to withdraw." Many were the debates on individual cases, heated and long-drawn-out, in which the argumentative members of the Faculty talked and talked while the rest of the staff became impatient to get away. When the "quality point" system of evaluating a student's work was adopted, more satisfactory classification and general rules became possible. Moreover, a preliminary study of all low records was made by a small committee of the Faculty which brought in to the whole body recommendations that the rules be adhered to for a certain list of students and be suspended in other cases where the reasons for exceptions were fully reported. Consideration of the findings of the committee usually occupied not more than a couple of hours, whereupon the staff dispersed for the summer and thought no more about grades until the next fall.

The requirements for graduation have remained essentially the same throughout the history of the College, although the expression of them has altered as the marking systems in use have changed from time to time. The completion of the required technical courses in the program of one of the Schools, additional courses to make a total of four years of work, a standard of quality equivalent to at least two-thirds of the courses being graded above the lowest passing mark, and a satisfactory professional rating were demanded.

Up to 1917 the catalogs stated "The degree of Bachelor of Science is conferred upon those students who have completed in a satisfactory manner the full requirements of a regular four-year program"; but by then the programs had become less rigid in the choice of non-technical subjects and therefore the total amount of work required for graduation was expressed in "points," the unit of quantity in use at that time. The number was set, however, at slightly less than the equivalent of four full years of work. That is, a student might fail in one course and still be eligible for graduation. When the simple general statement was superseded by the more detailed specification, the requirement of "A sufficient degree of technical proficiency" was introduced. This

phrase was much too vague to have practical application, and the requirement was seldom referred to in the decision of doubtful cases. In place of it was substituted in 1931 the requirements that two-thirds of all technical work and two-thirds of the work of the senior year should be of a quality above the lowest passing grade.

Before the first degrees had been granted in 1906, the Corporation had been obliged to satisfy the legislature of Massachusetts that Simmons College should be entitled to confer degrees. The Corporation, accordingly, made application for this power at a hearing on January 9, 1905. At this hearing opposition was presented by the American Association of University Women, an organization composed chiefly of graduates of the academic colleges for women. They maintained that the instruction offered at Simmons College was not of collegiate character and that the institution should not be allowed to confer degrees. The petition of the College was not granted.

The next autumn application was made again, and members of the committee visited the College where they were shown about and properly entertained. Subsequently a favorable report was brought in by the committee to the Legislature, and the College was granted the authority to confer degrees appropriate to the instruction given at the College. These have been taken to mean the degrees of Bachelor of Science and Master of Science. The first Bachelor's degrees were conferred in June, 1906, and the first Master's degree was conferred in 1911 upon Miss Gertrude E. Barbour for advanced work in biology.

A problem which confronted the Simmons Faculty, one common to all college faculties, was a method to insure regular attendance of students at their classes. Education is the only commodity, so far as I know, for which the recipient rejoices when he can escape receiving all that he has paid for. The small boy always hopes that the schoolhouse will burn down. So even the college student is pleased when some emergency arises which requires the suspension of classes, or when he finds that he can be absent without disciplinary penalty. In many institutions a certain number of absences are allowed before a student is called to account. This is called the "cut" system, but it has never been in vogue at Simmons.

While the College was small, cases of "cutting" were handled by the Dean individually at her discretion, but by 1913 some

general rules were found to be necessary. These rules were based upon the theory that when a student was absent from a class exercise, she had lost a part of the instruction in the course and that, therefore, the credit for work in that course should be reduced by a proportionate amount. Most courses met about fifty times during a half-year, so deduction of two per cent for each absence was made from the semester grade in the course. If, however, the absence was unavoidable, as from illness, it was ruled that the student should be given an opportunity to make up the work which she had lost. Absences were thus termed "redeemable" or "unredeemable," deduction in grade being made only for the latter class. If a student thought she had a valid cause for not attending her class, she filed a petition with the Dean, who, if satisfied, issued a "redeemable" slip to the student who, in turn, gave it to the instructor.

This system had many faults in theory and in practice. Fundamentally it was based on a fallacy, because the grade a student receives in a course is the expression of her mastery of the subject, not of the regularity of her attendance. The assumption was made, moreover, that all instructors kept records on a percentage basis, which was not the fact. Even in those cases in which the original marks were expressed in figures, these numbers had to be translated to the official system of the College which recognized only five grades, expressed in letters. Thus, if a student's numerical mark was near the bottom of the range corresponding to a certain letter, the deduction for absences might throw the grade into a lower letter, but otherwise the deduction might have no effect on the final grade reported. Other features of the "redeemable absence" also were open to severe criticism. A lecture could not be repeated for a single student nor could the discussion in small sections and classes. Written exercises and laboratory experiments could be "made up," but even here it was at the expense of the instructor who had to oversee the extra work.

Nevertheless, under these rules students were deterred from absences for fear of the effect on their grades. The system finally broke down, however, because more and more students reported absences falsely as due to ill health, a matter very difficult to check. Although, of course, most students were conscientious, many were not, and general student opinion did not condemn them severely. The Student Government Council as well as the

Faculty were much perturbed by this situation, and in 1929 the whole method of centralized treatment of absences was abandoned. Each instructor was authorized to assure attendance as he thought best but was expected to report frequent or protracted absences to the Dean's Office for investigation and action.

CHAPTER VIII

STUDENT AID

ALTHOUGH some members of the original Corporation seemed to regard Simmons College as a charitable institution rather than an endowed college, all of them agreed that most of the students would come from families of limited resources. Therefore, the tuition fee was set at \$100, a sum small even for those times. Furthermore, it was thought desirable to make a Simmons education possible for promising students who could not afford even this small fee by granting scholarships to meet in whole or in part the cost of tuition. In the first year, the College received a gift of \$7,000 which became known as the Sewell Fund, the income of which was to be used for scholarships. To this income the Corporation added from its general resources \$3,000 which, together with some gifts for current use, produced a sum of \$3,877 which was granted to forty-four students for the year 1903-04. In the preceding year, twenty-nine students had received aid, but the source from which it came is not evident in the records.

The Sewell Fund remained the only endowed scholarship fund up to 1910, when the Sara Orne Jewett Fund of \$3,000 was received. Nine years elapsed before any more scholarships were founded, and then the Kehew Fund, in memory of Mrs. Kehew of the Corporation, the Sutter Fund, and the Ward Fund nearly doubled the endowments for student aid. During most of this time, however, the College had continued to make annual appropriations of about \$3,000. Whether the aid which a student received was an outright gift to her, or whether she was supposed to repay the grant when she became able to do so was not very clear. Some graduates, however, did make repayments. After 1913, these refunds were set aside to build up a general scholarship fund, the constantly growing income of which was used to increase the sum available for student aid. In 1917 the total disbursements from all College funds was \$4,560 to fifty-five students.

Now these figures, obtained from the official records, seem very peculiar, because during these fourteen years the number of recipients of aid had increased only slightly and the disbursement

had increased by only about \$700, whereas the number of students registered in 1917 was more than three times as many as the number registered in 1903. Undoubtedly the explanation is that many students received aid on the recommendation of the scholarship committee and on that of the Dean from private resources with which the College had no direct concern. Most important of these sources was the Dorothea L. Dix Fund, administered by Mr. Horatio A. Lamb, who was Treasurer of the College. Mr. Lamb, who took a most benevolent interest in the students, always held an informal interview with each applicant, and he showed so kind and gracious an attitude that often the recipient was not quite clear as to whether she was receiving a personal gift or was expected to pay back a loan. Dean Arnold also made many grants from private donations which she received to help needy students. She called this the Dean's Fund, but unlike the Dean's Fund of later years, the Fund did not consist of College money and no records of it are on file. Thus, the actual number of students who were helped in meeting their college expenses up to the early nineteen-twenties will probably never be known. In 1924 Mr. Lamb transferred the Dix Fund to the College, but the special gifts received through Dean Arnold, who had retired a few years previously, had ceased.

The annual Corporation appropriation for scholarships of from three to four thousand dollars, which had been continuous from the beginning, was reduced in 1918 to \$400, \$3,000 having been donated that year for student aid, and the income from the general scholarship fund having risen to over \$500. The appropriation was discontinued entirely the next year and has never been resumed except for emergencies on a few occasions. This omission of appropriation was made possible by the new scholarship gifts that year, referred to above, and by a grant from the Permanent Charities Fund of Boston of the sum of \$2,250. Annual grants from this Fund have continued ever since, the usual amount being \$2,750. During the Endowment Campaign of 1920 to 1924 nine new scholarship funds were most gratefully received, and the Dix Fund of \$50,000 was transferred to the College. These funds together with those already mentioned, two others given in 1920 and 1922 respectively, and a fund from the *Microcosm*, the senior yearbook, made a total endowment for scholarships in 1926 of well over \$100,000.

The rather unbusinesslike arrangement about the repayment of grants made for student aid, which had existed from the first, was cleared up in 1923. Grants from the endowed scholarships and from the Permanent Charity Fund were regarded as gifts free from any obligation, but other grants were loans, for which the recipient signed an agreement to make repayment in installments over a period of five years. All of these repayments were added to the principal of the General Loan Fund or used immediately for additional loans.

Two special scholarships financed by the Alumnae Association should be particularly mentioned; they are the Alumnae Honor Awards, established in 1916, and granted for outstanding scholarship, personality and leadership, irrespective of financial need.

The total disbursement for student aid increased only slowly until 1920, as has been pointed out, but that year a sudden increase up to about \$7,000 occurred, at which level the sum stood for five years. Then with the establishment of the Loan Fund, the grants took a jump to nearly \$12,000 annually for another five years. By 1930 the general hard times were beginning to be felt severely, and many juniors and seniors found that their families could not keep them in College to finish their courses. To meet this situation the Corporation appropriated \$7,000 for emergency loans, which unlike regular loans, were to be repaid at some indefinite time when the recipient was able to do so. These emergency loans were continued for several years, and the regular loans were considerably increased in amount, so that at the close of the period covered by this account, 1933, over \$27,000 was disbursed to two hundred forty-three students.

In the first year of an organized Faculty, one of its three standing committees was that on Scholarship Awards. Ever since that time, one of the duties of the Dean has been that of chairman and executive officer of this important committee. As a rule, awards were made in June to members of the three upper classes for the next year. First-year students seldom received grants. Scholarship and need were the bases of selection, information on the latter point being attained not only from the applicant's statement but also from all other available sources. In granting loans the total indebtedness of the student was considered, since it was undesirable to burden the recipient with too great an obligation to be repaid from the small salary which she

probably would be getting in her first years after graduation. Worthy students whose average grades were "B" or better never failed to get aid of some kind. First-year students were obliged to get help, when necessary, from outside sources on their own initiative, and, of course, many other students were aided privately in ways in which the College had no part and often no knowledge.

The grants in general were not paid in money but were applied as credit toward meeting the tuition charges. In addition to the awards made by the Committee, the Dean made small disbursements, amounting to a few hundred dollars each year, in emergency cases. Some of these payments were in cash and came from a special fund carried by the College, known as the Dean's Fund.

Many students, of course, did not have means enough to meet the whole cost of maintenance, and therefore were obliged to "work their way" through College. There were some opportunities for students to help in the College dining rooms and dormitories, but for an even larger number were found places to live in private families where they were expected to give about twenty hours a week of service for their room and board. Dean Arnold was a strong believer in this system, as she thought the home influence was good for the girls, but the college work of these students undoubtedly suffered from the demands on their time. Unfortunately, moreover, many employers tended to exploit the students who lived with them. After Dean Arnold's time, fewer and fewer girls took these positions, and by 1933, the practice had become nearly extinct.

In addition to aid given to regular undergraduates, the American Red Cross made gifts for four years, averaging \$6,000 annually, for students taking special training in Public Health Nursing. These scholarships included both tuition and maintenance. Somewhat similar scholarships for graduate study in social work were supported by the Russell Sage Foundation, beginning in 1907 and continuing for a number of years, with annual grants totalling \$10,000 in some years.

When I read over the list of recipients of scholarship aid, I am amazed at the large number of most prominent and successful alumnae who are included. Without this aid many of them probably could not have completed their College training, the

community would be the poorer by what they have actually accomplished, and they themselves would have led less satisfactory lives. There seems no doubt that money spent for scholarship brings an unusually large return.

CHAPTER IX

DORMITORIES AND OTHER BUILDINGS

THE need to provide for students who could not live at home was recognized early by the Corporation, and they already had leased for five years Simmons Hall on St. Botolph Street before the College opened in 1902. They rented also two houses across the street, numbers 45 and 47. The story of the acquisition of permanent dormitories, however, is one full of delays, disappointments, and makeshifts.

Hardly had ground been broken for the Main Building in The Fenway, when the dormitory committee brought in a report setting forth the immediate need of more housing for out-of-town students; but the finance committee stated that they were not prepared to approve investment for dormitories. Nevertheless, two months later, May, 1904, authorization was voted for the purchase of land fronting on Brookline Avenue and bounded by Short Street and by Bellevue Street (now called Pilgrim Road). Three frame houses in good condition stood upon this land and were included in the transaction. Although no policy about owning dormitories had been agreed upon, it seemed advisable to secure this property as it was offered on very favorable terms. When classes opened in the new building in the fall, the two houses on Short Street had been converted into dormitories, and the third house, on Bellevue Street, had been made ready for various student purposes, including the serving of luncheons, as referred to in a previous chapter.

The question of building upon the newly acquired site was the principal business of the first October meeting of the Corporation, and at the meeting two weeks later, a building committee was requested to recommend an architect to prepare plans. This action was taken despite the opposition of the Treasurer, Mr. Lamb, who was of the opinion that enough money was already invested in real estate. The proposal was to charge students such rentals that the income would be six per cent of the investment, two per cent to be set aside as a sinking fund, and the remainder to be treated like the income from the other invested funds of the College.

Action concerning the building was rapid, and within two months plans had been approved, and a contract had been let for erecting a dormitory (South Hall), a dining hall, and a colonnade connecting them. These buildings were completed and occupied in the fall of 1905, but they did not bring in as large a return at first as was proposed. South Hall had been placed very close to the east boundary of the property, so an effort was made to buy about one hundred feet more frontage on Brookline Avenue. This piece of land, which ran back to the De Merrit's place on Bellevue Street, was finally acquired in June, 1906. Two and a half years later the De Merrit's property with a house (now called Bellevue House) and a barn were bought, thus giving the College a straight east boundary line.

During this period Simmons Hall was still being used, much to the discomfort of students who found it a long journey from St. Botolph Street to The Fenway. The lease of this hall, however, would expire in September, 1907. Therefore, early in 1906 work was started on a new dormitory (North Hall) facing on Bellevue Street and connecting with the north end of the dining hall as South Hall did with the south end. Although North Hall was going to be ready for use in the fall of 1907, it became apparent by the preceding March that the number of students requiring residence was increasing so fast that still more dormitory space must be provided.

Shortly after The Fenway had been laid out, a block of well-built houses had been erected on Peterborough Street, in the belief that the region would become a first-class residential district. But this expectation was not fulfilled, and for many years these houses stood isolated and vacant in the midst of the desolate Fenway. Now in 1907 Simmons College leased two of the houses and cut a communicating doorway between them. An experiment was made in co-operative housekeeping by giving the students who came to live here a share in the management of the dormitory and dining room, with a rebate on their board should they succeed in keeping down expenses. The plan worked well, so the next year two more houses were leased and eventually all six of the houses in the block were included. Thus for a number of years the Peterborough Houses formed an important part of the Simmons dormitory establishment.

Although the lease of these houses met the immediate emer-

gency, the need for more permanent dormitories was evident, and the obvious direction for expansion was to acquire the Edwards property next to the College buildings on Brookline Avenue. This was a piece of land which ran back to Bellevue Street and which was used by Mr. Edwards, who lived on the opposite side of the street, for his vegetable garden and for the site of his stable. Mr. Edwards, however, asked an exorbitant price for the land, so search was made elsewhere, including two pieces of property on Longwood Avenue, but without satisfactory result. But in 1910 the house and land next beyond the Edwards property on Brookline Avenue came on the market, and the College promptly bought it. The following year the house adjoining this also was secured by the College. These are the houses called Appleton House and Brookline House respectively.

The College property was now divided by the Edwards land, and it became more urgent than ever that the latter should be bought. Mr. Edwards was offered \$2.00 a square foot for it, which was about twice what had been paid for the land just east of South Hall, but he declined to sell at this figure. Meanwhile negotiations were opened with the Sears estate for a part of the land on the opposite side of Short Street, a site occupied for many years at a nominal rental by the Longwood Cricket Club for its tennis courts, famous in the history of American tennis. To the great joy of the Club, of which I chanced to be a member, no agreement could be reached between the College and the Sears family, and tennis continued on the Longwood Grounds for many years thereafter.

In 1912 Mr. Edwards was approached again with a slightly higher offer than before, but he still held out, as it was evident to him that eventually the College must acquire this piece of land. It was equally evident to the College that Mr. Edwards, who was an old gentleman, could not live forever. The property, together with two houses and lots adjoining it on Pilgrim Road (formerly Bellevue Street) was finally bought in 1925 from the Edwards heirs, and the brick stable was remodeled into a small but popular dormitory. The two houses are those known as Pilgrim House and Longwood House.

But to return to the situation in 1912, attempts to enlarge the Brookline Avenue site having failed, an entirely new plan was evolved, namely, to buy the large tract directly behind the Main

building on The Fenway. Here was room not only for the dormitories so urgently needed, but also space for others in the future. This land was accordingly purchased, and the College came into possession of all but a small portion of the block bounded by Worthington Street, The Fenway, Louis Pasteur Avenue and a proposed street parallel to The Fenway and about a hundred feet from the present Boston Latin School. The part of the block not owned by the College was a triangular piece with a frontage on The Fenway from the end of the west wing of the Main Building to the corner of Louis Pasteur Avenue, and with the second side of the triangle extending some distance up the Avenue. This lot was owned by Major Henry Lee Higginson, and it had come into his possession in a peculiar way. When the decision was made to erect the handsome group of buildings for the Harvard Medical School on Longwood Avenue, Major Higginson bought a strip of land to be used as an imposing approach from The Fenway. The land originally purchased by Simmons College on The Fenway extended to the corner, as shown on the plans for the proposed avenue. But when the Medical School buildings came to be constructed, it was found that due to an error in the map of The Fenway, it was necessary, in order to preserve the proper orientation, to make the avenue join The Fenway some little distance north of the position originally plotted. Thus Major Higginson had left on his hands this piece of land between Simmons College and the actual corner of Louis Pasteur Avenue.

In 1906 Major Higginson suggested that the College should buy this triangle, and two years later he again called attention to the value of the lot to Simmons. The Corporation replied that they had at that time no funds available for the purchase of land. After the acquisition of the property behind the Main Building, however, negotiations were taken up once more with Major Higginson who said that he had paid originally about \$63,000 for the land, to which should be added 25 per cent for taxes and loss of interest on the invested sum. An appeal to him for generous support of a worthy educational institution brought forth the reply, "I need all my spare money for Cambridge. I am not anxious to help Simmons College out, much as I respect and value it." This response must have been a great disappointment to his cousin, Miss Morse, who, as a charter member of the Corporation, was giving so much to the College. Later he wrote, "The

land is on the market, and I will give no preference to Simmons College." In his letter he implied that he had a prospective customer who intended to build an apartment house on the site. Nevertheless, an agreement was finally reached, and the College bought the land for less than Major Higginson paid for it but still at a high price, toward which Miss Morse made a generous contribution.

At last, it seemed, the question of a site for permanent dormitories had been settled, and at once, in November, 1912, the finance committee was authorized to borrow \$100,000 (later raised to \$160,000) for building. It was well into April, however, before the architects, Shepley, Rutan and Coolidge, were requested to prepare plans for dormitories to house two hundred students. During the following fall and winter the big table in the President's Office was covered with models of various types of dormitory buildings which could be tried out in different locations on the large scale map of the grounds. But at the end of the college year, the Corporation decided that because of increasing costs of construction and high rate of interest, the whole project should be postponed for a year.

Thus the year 1913-14 saw no advance toward actual construction, but the Corporation, abandoning the plan to build with borrowed money, made a general appeal for funds, sending out about two thousand circulars and six hundred personal letters. By May, \$20,000 had been raised. A considerable portion of this sum, however, had been given by a few donors before the general appeal had been decided upon. As the amount subscribed was only about one-fifth of the minimum required, it was thought unsafe to proceed with construction at that time, but it was agreed that renewed efforts to increase subscription should be made. During the next year and a half the Dormitory Building Fund increased slowly, and in November, 1915, the preparation of new building plans was authorized. These drawings were thoroughly discussed during the winter, but in June it was voted to pay the architects \$1,000 for their services and to postpone indefinitely further consideration of building plans. During the winter of 1917 the Corporation was chiefly engaged with the consideration of other important matters, and the entry of this country into the war in the spring put a definite stop to hope for new dormitories.

While the College was making unsuccessful attempts to es-

tablish permanent dormitories, students from a distance kept coming to Simmons in ever-increasing numbers, and some kind of provision had to be made for them. The lease of the houses on Peterborough Street and the acquisition of the frame houses in the Brookline Avenue group gave some relief but not enough. Small groups of students were lodged in private houses scattered in the nearer parts of Brookline. These "affiliated houses," for which the College undertook a certain amount of responsibility for both their management and their finances, served as a temporary measure, but as a permanent solution to the problem of residence, they were not to be recommended. As an outgrowth of this system and superseding it, the College leased some large houses on Cypress Street and some on Francis Street which they furnished for student occupancy. Unlike the Brookline Avenue and Peterborough dormitories and dining halls, these houses were not run by the College, but as private enterprises by the women in charge of them. As time went on, more and more houses were added to each group, and in the case of the Francis Street center, it was found more advantageous to buy than to lease one of the houses. Additional demands were put upon these outlying dormitories, because Peterborough Street was becoming undesirable for undergraduate residence.

At the close of the war, the Fenway was built up rapidly with large apartment houses which were divided into small suites of two or three rooms each. These apartments attracted many casual tenants who gave a somewhat sinister reputation to the region. Thus, after 1924, only the more mature graduate students, mostly from the Prince School, were assigned to the Peterborough Street houses. This arrangement was continued until 1932, when the use of these houses was finally given up. The building had served admirably in the emergency which arose when Simmons Hall was abandoned and during the next few years. In the beginning the owners had held the property under heavy mortgages, and they urged the College to buy it. This the Corporation did not wish to do; but within a few years the College found it necessary to take over some of the mortgages in order to assure the continued use of the houses. Eventually the situation became so involved that it seemed the wisest course to acquire the title to the property. After the use of the building was discontinued, repeated attempts to dispose of these holdings were made, and

finally a successful conclusion was brought about by the sale of them in 1936.

Over six hundred students were living in College dormitories in 1925 of whom only the two upper classes could be accommodated in the Brookline Avenue group of buildings. The Freshmen lived in the Cypress Street houses, and the Sophomores on Francis Street. This arrangement continued until the financial depression of the early 1930's. In 1932 there were six hundred and two students in residence, but in 1933 there were only four hundred and forty-three, and in the next year, fewer than four hundred. The Cypress Street dormitories, therefore, were closed, and Francis Street became the freshman center, most second-year students living "on campus," as the Brookline Avenue location was called.

"The Main Building," the President stated in his annual report for 1904, "meets the needs of the College in an admirable manner," but in his report for the next year he called attention to the need for more room; and two years later he emphasized in more detail the respects in which the accommodations were "inadequate and inconveniently arranged." That the demands on the building should have outgrown its capacity so soon was due to the unexpected and rapid increase in the number of students. When the building was being planned in 1903, only two hundred and eighty-two students were registered, but in 1907-08 the number in attendance was five hundred and forty-five. The Corporation made a prompt response to a further presidential report presented in March, 1908, and the construction of a west wing was started within a few months and was completed in June of the following year. The new wing provided a much-needed student reading room on the front, and a large room on the back to be used "temporarily" for a gymnasium. The remainder of the building added two large classrooms, twelve more rooms of standard size and four offices. The floor levels were made nearly four feet higher than the corresponding floors of the Main Building for the purpose of giving a higher ceiling in the basement. This arrangement made it possible to install a lunchroom for day students and for members of the staff. Heretofore one must walk to Brookline Avenue and back or else eat from a lunch box wherever a vacant corner could be found. 

Twenty years elapsed before another addition to the Main

Building was made. For a number of years the Alumnae had been slowly collecting a fund to erect a Student-Alumnae building, and by 1928 the amount had become upwards of \$90,000. As it seemed improbable that this sum could be increased in the near future to be sufficient to put up a building adequate for the purpose, it was proposed that the College should add to the Main Building a three-story east wing to cost about \$300,000, the ground floor of which should be for the exclusive use of students and alumnae. The Alumnae Association was to turn over to the College their building fund until the time when they were prepared to erect a separate building such as they had in mind. This scheme for obtaining immediate accommodation for student activities was agreed to, and drawings for the new wing were made by the architects, Densmore, Le Clerk, and Robbins. The original plan was to use the whole of the third floor for an assembly hall, which would seat about a thousand persons; but when it was considered how infrequently a hall of this size would be required, a more practical use of the space was adopted. Only half of the floor was used for an assembly hall, and the remainder provided three classrooms and two offices.

On the second floor were located the main offices, offices of the President, of the Dean and their secretaries, adequate quarters for the Bursar, other executive offices, one classroom, and three departmental offices. The original building plans of 1903 had contemplated a separate building for the executive offices of the College, but when the erection of this building was postponed because of cost, these offices were temporarily located in the Main Building where they remained as a most inconvenient makeshift for twenty-five years. The removal of them to the new east wing freed space for two classrooms, two other rooms which were equipped for biology laboratories (thus doubling the number of laboratories for the department) and provided offices for the instructors in chemistry who heretofore had been forced to put their desks wherever they could find places in the laboratories.

The students' floor of the new wing was divided into a large and attractive lounge with an adjoining council room, a large study hall, an office for the alumnae secretary, two rooms giving desk space for student organizations, and a kitchenette. The floor levels, like those of the west wing, were high enough to make

the rooms in the basement usable for various purposes. Here were installed an additional laboratory for physics, a bookstore, much-needed additional locker space for students, a storeroom, a room for ventilating equipment, and most important from my point of view, a lounge for the men who were on the instructing staff. No longer, after twenty-five years, need a man go to the boiler room for the relaxation of a cigarette between classes, and moreover, in the new lounge he could become better acquainted with his colleagues from other departments. Undoubtedly the existence of the men's lounge added to the esprit de corps of the staff, and it is a great pity that a similar room was not provided for the women instructors until 1944.

CHAPTER X

FINANCES

As HAS been told in an earlier chapter, the College received, upon incorporation in 1899 from the trustees under the will of John Simmons, the following pieces of real estate — the “mansion” on Tremont Street, two buildings on Franklin Street, the Rialto Building on Devonshire Street (occupied by Kidder, Peabody & Co.), and the Simmons building at the corner of Congress Street and Water Street together with adjacent property on Water Street. The Simmons building, however, was too old to bring in a profitable return, but the Shawmut Bank was willing to lease part of a large modern office building if erected on this site. The Corporation, therefore, was faced with the alternative of tying up a large part of its capital in a real estate venture, which might bring in a very good return but not an assured one, or of selling the property and investing in securities. The final decision was against building, and a sale was made to the Simmons Building Trust in which the College took as payment a million dollars of stock in the Trust and some other securities. At the same time the Rialto Building was disposed of. Shortly afterwards the College was able to sell its shares in the Trust at a very good price so that the transaction as a whole turned out most profitably for the College. As one looks back today on the sad history of Boston real estate in the business district, it is evident that the choice made by the Corporation was one of the most important and wisest actions in the history of the finances of the College.

The buildings on Franklin Street were yielding good returns and therefore were retained for some years, but the house on Tremont Street was sold in 1903.

Many readers find the discussions of finances dry, dealing as they must largely with figures. Therefore, only summaries of what may be the points of more general interest are presented in the following tables where the growth of certain funds during the years is shown. To abbreviate the tables, figures for only certain years, in most cases five years apart, are given, and the sums are

expressed in thousands of dollars. For example, in a sum of four figures, the first figure is millions of dollars.

TABLE I — CAPITAL

Thousands of Dollars

Year Ending June or September	1902	1907	1912	1917	1922	1927	1933
Securities and Current Assets . . .	2,136	1,455	1,315	1,693	1,732	2,913	3,215
Real Estate Investment	606	425	536	324	351	0	0
Dormitory Investment		259	307	433	613	811	753
Educational Plant		670	829	842	855	882	1,352
Total Capital	2,742	2,809	2,987	3,292	3,551	4,606	5,320

TABLE II — PURPOSES OF FUNDS

Year Ending June or September	1902	1907	1912	1917	1922	1927	1933
For General Use	2,742	1,639	1,825	2,268	2,371	3,154	3,204
For Designated Use		507	260	23	47	135	182

TABLE III — INCOME

Year Ending June or September	1903	1907	1912	1917	1922	1927	1933
Students	12	44	81	131	213	279	364
Investments	101	83	84	84	93	164	161
Gifts and Other Sources	0	1	2	4	36	21	25
Total Income	113	128	167	219	342	464	550

TABLE IV — EXPENSES

Year Ending June or September	1903	1907	1912	1917	1922	1927	1933
Instruction	28	61	109	149	227	267	326
Administration	14	21	24	28	54	64	66
Libraries	1	2	2	3	13	16	19
Student Aid	2	4	4	5	7	11	27
Plant	12	11	18	27	34	46	49
Other Expenses	2	2	2	7	3	3	21
Total Expenses	59	101	159	219	338	407	508
Surplus	54	27	8	0	4	57	42

“How much is he worth all together?” is a question often asked about an individual. Table I shows how much the College has been worth at various times and is shown in the item “Capital,” where it appears that the College was worth nearly twice as much in 1933 as it was in 1902. The increase in capital was due to gifts and the accumulation of surplus of income over expenses for many years. The large gain between 1922 and 1927 is chiefly due to the million-dollar endowment campaign during that period.

In 1902 the real estate, consisting only of the two buildings on Franklin Street and the “mansion” on Tremont Street, was valued all together at \$606,000. By 1907 the “mansion” had been sold, thus reducing the investment in real estate. The securities had also become smaller because they had been used to construct the Main Building, South Hall, and the Dining Hall. In 1912 the assessed valuation of the Franklin Street property had been raised, but, on the other hand, the funds of the College had gone down again due to the purchase of land on Brookline Avenue and the erection of the West Wing of the Main Building. Between 1912 and 1917 one of the Franklin Street buildings had been sold, and more money had been put into dormitories, but in spite of this latter expenditure, the securities had increased because of gifts and savings in addition to the proceeds of the sale of the real estate. The next ten years (1917–1927) include the sale of the last of the Simmons property, the purchase of more land for dormitories, and the addition of the large new endowment. The final column of the table shows the transfer of the land back of the Main Building from the dormitory fund to the educational plant fund, the building of the East Wing, and the receipt of several large gifts.

Investments in Educational Plant and in Dormitories are kept separate in the table, because, although they are both real estate, the former brings in no return, whereas the latter brings in an income and might well have been combined with the item Real Estate Investment. The actual securities held changed from time to time as stock market conditions altered. The investments were handled with great acumen so that a very good average rate of interest was obtained, and in times of depression the decline in the market value of the securities was not so great as for the market as a whole.

Table II shows what funds of the College were available to produce income which could be used to run the institution and to invest in land and buildings and what funds were restricted for special purposes. By the will of the Founder, the College was obliged to pay certain annuities to members of the Simmons family. In 1902 no definite capital had been set aside for this purpose, but by 1907 \$500,000 had been put into a special fund, the interest from which was used to pay the two remaining annuities. The other \$7,000 "For Designated Use" in the 1907 column of the table is the Sewell Fund for scholarships. The remainder for general use was then only \$1,639,000. Within five years one of the annuitants had died, so \$250,000 was put back into the general fund which more than made up for what had been taken out for land and buildings. The next five years saw the death of the last annuitant and the restoration to the general fund of the other \$250,000 in reserve. Thereafter the sums shown on the line "For Designated Use" are the scholarship endowments. The funds "For General Use" follow the same general pattern of growth as does the total capital of the College.

Incomes and expenses for the particular years designated are recorded in Table III and Table IV respectively. Income from students, of course, increased with the growth of the College. The big jump between 1912 and 1917 was due to raising the tuition fee from \$100 to \$125 in 1914. Another \$25 was added to the tuition in 1920 which was followed the next year by placing the fee at \$200 for new students and those entering in subsequent years. These higher rates are reflected in the much larger figures for 1922 over that for 1917. Before 1933 the charge for tuition had become \$250, and income from students was \$85,000 larger than six years previously.

Income from investments between 1907 and 1917 remained about the same, although the capital was growing during this period. Interest rates in general fell during this decade, and securities held by the College were no exception. The most remarkable point about these investment returns is the smallness of the drop between the boom year of 1927 and the depression year of 1933, a striking comment on the wisdom with which the investments of the College were handled.

A rough working rule often stated in connection with a review of College finances is that the income from tuition should equal

the cost of instruction, all other expenses being covered by the income from endowment. This relation certainly did not hold in the early years of Simmons College, for the cost of instruction was more than fifty per cent greater than the income from students. The intentionally low tuition was due to a persistent conception on the part of some of the early members of the Corporation that the College was a philanthropic institution. Not until the tuition had been raised more than once did it approach the cost of instruction, and not until 1927 did it actually surpass it.

On the last line of the tables are noted the surpluses for the particular years indicated, not the accumulated surpluses then existing. This latter sum would not have general significance because the accumulated surplus was used from time to time for capital expenditures. Thus a smaller inroad on endowment funds was needed, as in paying for the East Wing, when the cost of this addition was met wholly from accumulated surplus. By chance the particular years chosen for the tables do not include those in which deficits occurred. As a matter of fact, the only years in which red ink was called for were: 1919 — \$14,555, 1920 — \$34,115, 1921 — \$22,393. These deficits were due to the fact that salaries were increased substantially before the new endowment had been raised. The large surpluses which were shown in the late 1920's warranted the additional increase in the salary scale in 1928.

President Eliot of Harvard is reported to have said that a college should always show a deficit in its expenses over income, for thus loyal alumni were moved to make gifts to the college. Even if this questionable policy has merits in an institution with a large body of wealthy graduates, certainly it does not apply to Simmons College. To keep the budget within the income is a sound practice, even if it has fallen somewhat into disrepute in high quarters at the present time, and the College is to be congratulated that this policy has been so successfully adhered to through the years.

CHAPTER XI

THE ENDOWMENT CAMPAIGN

STEAK cost a dollar a pound. The price of eggs was a dollar a dozen. When the clerk was weighing my small purchase, the little girl standing next to me at the counter nudged her companion and whispered, "Look! Pork chops!"

The Corporation had recently voted to increase by \$100 each the salaries of all instructors who were receiving \$1,500 or more. The date was February, 1919. At its meeting in the following September, the Corporation received a letter from a committee of the Faculty calling attention to the urgent need for increased salaries. At this meeting it was voted to appropriate \$25,000 additional for salaries, and the question of raising the tuition fee was discussed. In October a motion was passed that fifteen per cent be added to the salaries of all continuing instructors and administrative officers and ten per cent to the pay of all new appointees. Also a committee was appointed to plan for raising new funds for the College.

In the preceding year, for the first time in the history of the College, the expenses had exceeded the income, and now in the winter of 1920, with the larger expenditure for instruction, the financial outlook was even worse. (As it turned out, the deficit was over \$34,000.) The tuition fee, which had been raised in 1914 from the original \$100 to \$125, was again increased by \$25 for new students, but this additional income obviously would relieve the situation only to a small extent. In January the special committee on endowment brought in a detailed plan for raising three million dollars, the income from two million to be used for higher salaries, half a million for the erection of a new building, and the income from half a million for maintenance. The proposal, which involved the employment of a paid campaign manager, was accepted, and the expenditure of \$5,000 for expenses was authorized.

This was the period when for several years "drives" for raising money for various worthy causes had been very successful, but the public was becoming less responsive now to this method of

approach. It was decided to plan instead for a steady protracted campaign. Yet the services of one of the companies which made a profession of raising funds seemed desirable, and the John Price Jones Company of New York was engaged to manage the undertaking. An additional \$25,000 outlay was approved to meet this cost. After several months' study, the Company issued an elaborate chart of organization, a thirty-six-page booklet on methods of procedure, and a large number of forms for keeping records. In short, they produced a huge display of armament for the campaign, but they failed to provide the powder.

The President meanwhile had made a direct application for assistance to the General Education Board, which responded with a grant of \$300,000, contingent on the raising by the College of an additional \$700,000 before July 1, 1922. The Board also agreed to contribute \$15,000 annually for current expenses for the two years during which the new endowment was to be accumulated. Thus the immediate goal of the campaign became \$700,000, and the Corporation decided on a less ambitious organization than that proposed by the Jones Company and undertook to carry it out themselves. In June they appointed Miss Arnold Executive Chairman of the Committee on Endowment, and they assigned to me the duties and title of Executive Secretary. So Miss Arnold and I hired an assistant and set up an office in the College building where we worked through a very hot summer. My job was to keep the records, answer general correspondence, and arrange with Miss Arnold for her to interview possible donors, to address women's clubs, and to carry out other activities. To hold Miss Arnold to what I considered systematic office efficiency, I devised various schemes which she invariably saw through at once and circumvented with good natured amusement. The summer produced no conspicuous successes, but it laid a foundation for the more important activities of the fall and winter. With the opening of the college year, I was relieved of my duties as Secretary, and Prof. Curtis M. Hilliard took my place.

Since no space in the College building was available in term time, the endowment office was located at 359 Boylston Street. Under the direction of Professor Hilliard a system of service contracts was established. By this plan a business or industrial organization entered into a contract with the College whereby

the resources of the College were placed at the service of the organization, covering technical advice, the recommendation of graduates who might be especially adapted to particular situations, and even the special training of students where a particular service might be needed. In return for this service, a fixed retainer was paid by the business organization. The scheme not only added to the endowment fund, but it also was an important method of establishing relations between the industries and the College. These contracts brought in all together about \$30,000.

The great event of the fall of 1920 was the Bazaar, organized by a committee of which Mrs. Marjorie Elms Draper was chairman, held on Friday and Saturday, November 5 and 6, at the College building. Anyone who has attended or taken part in one of the exhibitions called "Open House" staged by the College in the past dozen years may have some conception of this frenzied function. Elaborate exhibits and charts on the work of all branches of the College were on display. From noon until nine o'clock in the evening for two days demonstrations and illustrative class exercises were being conducted, often with performances in several rings of the circus going on simultaneously. In addition, a sale of cakes, candies, preserves, needlework, and all the other articles usual to a Bazaar was in busy progress. Needless to say, there was no lack of reminders that Simmons was raising an endowment fund, reminders to which the hundreds of visitors generously responded. At half-past eight on Saturday night, all articles that remained at the Bazaar proper were sold at auction, Professor Varrell, with his usual sparkling wit, acting as auctioneer. The affair ended in high spirits and netted about \$6,000 for the fund.

During the winter, in fact during the whole three years of the campaign, everyone connected with Simmons, past and present, from members of the Corporation to freshmen, singly and in groups, labored diligently to raise money for the endowment. Many concerts and other entertainments brought in large returns. Among the most successful undertakings in Boston were two concerts by the Boston Symphony Ensemble, several performances of Tony Sarg's Marionettes, a reading by Vachel Lindsay, a concert by Louise Homer and her daughter, and a recital by Fritz Kreisler, which last event alone netted \$1,500. Similar enterprises, both ambitious and modest, were carried on

by Simmons clubs throughout the country. Every class organization from the beginning of the College turned in contributions gathered by their members in various ways, and the undergraduates were no less active in producing their smaller but perhaps harder earned additions to the fund. The sum total, however, increased so slowly that the General Education Board granted an extension of one year, to July 1, 1923, as the limit of time for the College to complete its quota of \$700,000.

The Simmons Salvage Shop was the most successful project undertaken by the Alumnae and other ladies interested in the College. Under the management of a committee of which Mrs. Stephen Davol was chairman, the house at 79 Newbury Street was rented. Here were received contributions of used articles of all kinds, from furniture to shoes and hats, which were sold on the first and second floors of the house to the general public. The third floor of the building was used as a meeting place for alumnae where teas and suppers were often served. Indeed, the Salvage Shop became headquarters for Simmons graduate activities. The Shop did a good business, the average sales over a considerable period being more than \$100 a day, most of which was clear profit. The Shop was opened on March 28, 1921, but in the late fall it was moved to 28 Blagden Street, where it remained until it was given up more than a year later. Miss Laura K. Kennedy was the paid manager during most of the time that the Shop was in existence.

During the summer of 1921, while city business was dull, the Shop fitted up a large truck, adorned with signs and banners, which traveled up and down the coast among the summer resorts from Maine to Cape Cod. This was under the management of Miss Marion Fitch. In addition to the sales which were made, "The Little Shop on Wheels" became a striking publicity feature of the campaign.

Another of the more successful but less dignified enterprises was the pencil sale which was held on a Saturday afternoon in October, 1921. Several hundred girls sold pencils at ten cents each in the shopping district and at the football games at Braves Field and at the Harvard Stadium. They made the unbelievable sum of \$4,500 during the single afternoon. When the next year they planned to repeat the performance, the city authorities refused them a license to sell on the streets, on the grounds that

licenses could be issued for charitable purposes only, and that Simmons College was not a charitable institution.

During all this time the management of the campaign as a whole had been under the direction of Mrs. Edwin S. Webster, then a member of the group of ladies interested in the welfare of the College, who were known as the Simmons Associates. Mrs. Webster had consented in April, 1921, to become Executive Chairman of the Committee on Endowment. Shortly after she took charge, the Committee started the publication of a news sheet entitled "Simmons is Awake!" to inform the alumnae of what was going on. Eleven numbers were issued over a period of two years, and each issue had a circulation of about nine thousand copies.

During the late summer of 1921 recourse to an intensive drive was decided upon, and after weeks of preparation, this phase of the campaign was carried out between October 10 and 28. As the result was distinctly disappointing, the time was extended for three months more, but before the completion of this period, the Corporation voted in January, 1922, to discontinue the general appeal to the public. Meanwhile much had been done toward approaching possible large donors and in making applications to foundations such as the Laura Spellman Rockefeller Foundation and the Carnegie Foundation. Efforts in this direction were increased but none of them was successful. Even a hopeful attempt to secure for Simmons the Henry O. Peabody Fund, a bequest left to establish a vocational school for girls, finally failed. The co-operation of a number of prominent business men was secured, and Mr. Carl Dreyfus, Mr. Louis K. Liggett, Mr. John R. Macomber, Mr. Guy W. Currier, and Mr. George W. Mitton consented to become members of the Corporation.

During the winter of 1922, while Mrs. Webster was on a tour of the Orient and her place was being taken temporarily by Miss Mary Williams, less than \$10,000 was added to the fund which stood at \$382,000 in May, leaving over \$300,000 to be collected in the fourteen months remaining.

That summer and autumn found the Committee doggedly at their difficult task, and by December first the \$400,000 mark was reached. Mrs. Webster resigned in January, and her place was taken by Mr. Macomber who had been Vice-Chairman of the Liberty Loan Committee of New England during the war.

“Simmons is Awake!” still expressed confidence in a successful completion of the campaign, but some of the articles sounded like whistling in the dark. But to shorten the story of the final months, on June 30, 1923, the fund had reached only \$518,692.73, and the College had failed to reach the goal of \$700,000 in the time set by the General Education Board as the condition of receiving their contribution of \$300,000.

A committee of the Corporation met with representatives of the Board to determine what arrangements could be made, if any, in view of the unsuccessful outcome of the campaign which was admittedly chiefly due to the financial depression and hard times which had come on shortly after the campaign started. The Board took a most generous attitude and agreed to increase its gift to \$400,000 to be matched by \$600,000 from the College before July 1, 1924. Some belated donations came in during the summer, leaving the Corporation faced with the task of raising \$70,000. This they went at quietly and determinedly. On April 12, \$2,575 was still lacking, but on May 12, final gifts of over \$20,000 came with a rush. The goal had been reached, and the \$1,000,000 new endowment was safe for Simmons College.

CHAPTER XII

GIFTS

IN A safe at the College is kept a huge black book with red morocco back and corners, on the cover of which in letters of gold is the word "Gifts." On the first line of the first page under the date of May 12, 1902 is inscribed in flowing Spencerian hand the entry, "Helen Collamore, two hundred dollars, for scholarships." Hundreds of entries follow, ranging from amounts of less than five dollars to a few in six figures, the first of which latter kind again bears the name of "Helen Collamore, \$100,000, as a permanent fund for general purposes." The names in the book by no means include all the donors to the College, for the record for certain funds reads "From sundry persons." Indeed, the endowment campaign alone involved 7,773 contributors, only a few of whom appear individually.

Gifts to a college can be divided into those for current use and those which increase the permanent assets of the institution. Some gifts are for specified purposes, as for scholarships, and others for general purposes. At Simmons a further distinction is made between endowment funds which can be invested only in such ways as to produce income, and those which are entirely unrestricted and may be used, for example, for buildings. By far the largest number of gifts have been for immediate use. For many years, for example, a large part of the expenses for maintenance of the School for Social Workers was met by annual contributions, and the same was true in the School of Public Health Nursing. The Prince School also has been subsidized from the beginning by a committee of Boston merchants and of the National Retail Dry Goods Association in amounts up to \$7,000 a year. Some other annual gifts in substantial amounts have continued regularly for a period of years, as that from the Russell Sage Foundation for advanced work in the School for Social Workers of about \$10,000 yearly from 1907 to 1914, and that from the Permanent Charities Fund for scholarships from 1919 up to the present time.

Simmons unfortunately has never been the recipient of two

kinds of gifts quite frequently made to colleges, namely funds for the endowment of a professorship in some specified subject or for a building to be used for some designated purpose, such as a library, a chapel, or a science building. The nearest approach to this form of gift is the fund for a student-alumnae building, which has been accumulating for many years and a large part of which was loaned to the College with the understanding that the first floor of the East Wing should be reserved for student-alumnae use. The numerous contributions to the dormitory building fund were not for some particular building. Evans Hall was so named because the cost of it was met chiefly from the Evans fund, a gift made for general unrestricted purposes.

The largest single contribution to the College, aside from the original John Simmons endowment, was that of \$400,000 from the General Education Board, contingent on raising an additional \$600,000 which was happily completed in 1924. The outstanding private donors are the late Horatio A. Lamb and his family, from their own resources directly, and from the Dorothea Dix fund, of which Mr. and Mrs. Lamb were trustees. Their gifts include \$5,000 for the dormitory fund, the Lamb Memorial Fund of \$50,000 for endowment, the Dix Loan Fund of \$50,000, the Sargent Scholarship Fund of \$12,000, and many smaller amounts for current expenses and student aid. These substantial and generous contributions of money are in addition to forty years of active service in the interests of the College. Mr. Lamb was a member of the Corporation from 1900 until his death in 1926 and served also as Treasurer from 1902 to 1912. Mrs. Lamb became one of the Simmons College Council, later called the Associates, in 1917, of which board she is still one of the most active members. A daughter of the family, Miss Rosamond Lamb is at present a member of the Corporation.

The history of the gifts in the name of Dorothea L. Dix may be of interest. Miss Dix was one of the most outstanding women of America in the nineteenth century. She did more than anyone else to bring about the treatment of the insane as persons requiring medical and mental care rather than as criminals and outcasts. Up to the middle of the last century, the indigent insane were treated with great cruelty. Miss Dix devoted her life to the establishment of state supported institutions, both in this country and abroad, for the care of insane patients, an endeavor

in which she attained great success. From the time when he was a young man, Mr. Lamb was an intimate friend of Miss Dix, although he was of a younger generation. By her will Miss Dix established a fund of \$50,000, the income of which was to be used to aid needy American boys and girls who were struggling for an education. She made Mr. Lamb and Mr. Kidder, the elder, of the banking firm of Kidder and Peabody, trustees of the fund. Mr. Lamb devoted much time to the administration of this fund, becoming personally acquainted with each recipient of aid and often continuing as an advisor for years afterward. Many Simmons students were among those aided. After Mr. Kidder died, Mrs. Lamb became co-trustee of the fund.

In 1924 Mr. Lamb turned over to Simmons College the Dix trust, \$30,000 of which was credited to the Dorothea L. Dix endowment, and \$20,000 to the Dorothea L. Dix Scholarship fund. Since, however, the purpose of Miss Dix's bequest was for individual aid, the College added from other sources enough to make the scholarship fund, which was used as a loan fund, up to the full \$50,000. Thus \$80,000 stands on the books of the College associated with the name of Miss Dix, although only \$50,000 really came from her estate.

The Sargent Scholarship Fund, given in memory of Mrs. Winthrop Sargent, a sister of Mrs. Lamb, has special significance. Mrs. Sargent established a school of household arts in 1891 at what is now Beacon, New York, on the Hudson. This and neighboring villages were mill towns where living conditions were at a very low level. The practical education of the wives and daughters of the mill workers in cooking, sewing, and kindred subjects changed completely the domestic standards of the community. The graduates of the Sargent Industrial School numbered more than ten thousand between the years 1891 and 1916, and Mrs. Sargent was known and honored throughout Dutchess County for her splendid achievement. Dean Arnold wrote an interesting account of the School. It seems most gratifying and appropriate that Simmons College, in view of its important School of Household Economics, should possess a fund in support of three scholarships in honor of Mrs. Sargent.

The bequest of \$100,000 for endowment made by Miss Helen Collamore already has been mentioned, and a bequest of \$100,000 for general purposes by Mrs. Maria A. Evans was announced

in 1919. Frances A. (Mrs. Charles C.) Jackson left a bequest in 1930 of \$10,000. Two years previously she had established the Frances A. Jackson fund of \$10,000. Both these sums were for general purposes. Two more bequests were received in 1930, both from former members of the Corporation — from Miss Morse a bequest of \$25,000 and from Miss Noyes a bequest of \$1,000. These bequests should not be confused with the Frances R. Morse Scholarship Fund of over \$8,500 collected by her friends in her memory and the Marion McGregor Noyes Memorial Fund of about \$3,000, the income of which is used for lectures and concerts.

Other funds were collected in memory of members of the Corporation or of the Faculty. Beside the Morse Fund and the Noyes Fund just mentioned, over \$20,000 for endowment was raised as a memorial to Prof. William T. Sedgwick and over \$3,000 for a scholarship as a memorial to Mary Morton (Mrs. William B.) Kehew. The Hilliard Fund of about \$3,000 and the B. M. Brown Fund of over \$4,000 were given in memory of Mrs. Maria Willett Howard Hilliard, of the department of Household Economics, and of Miss B. Marion Brown of the department of Chemistry for scholarships in their respective departments. It is of interest that the Brown family contributed the proceeds of Miss Brown's life insurance policy as the nucleus of the Brown Fund. The libraries of Prof. Alfred Bull Nichols and of Prof. Bertha M. Pillsbury stand as memorials to these two members of the Faculty who died while in the service of the College. Prof. Zilpha D. Smith, one of the founders of the School for Social Workers, is memorialized by a lectureship fund of more than \$1,000.

The aggregate in 1933 of named scholarship and loan funds was \$132,262. Many of these gifts were given as memorial funds. A bequest of \$10,000 for the general purposes of the School for Social Workers was received in 1921 under the will of the late Miss Anna P. Rogers who was an early and devoted friend of that School. Other contributions for designated schools were \$25,000 for the School of Public Health Nursing from the Lucius P. Littauer Foundation, and \$3,000 annually for several years for the current expenses of the Library School from the Carnegie Corporation. The mention of many other generous donations, both large and small, must be omitted for lack of space, but the

most important of all contributions has been left to the end of this account, namely the gifts by the alumnae. The sum of these gifts would be very difficult to state, since it comes from many sources, as from the Alumnae Association, from class funds, from local alumnae clubs, and from individuals. The aggregate must be in the vicinity of \$200,000. Yet this goodly amount is not so impressive as the fact that almost all of the alumnae have worked for it and contributed to it. Surely few institutions can have evidence of such loyal appreciation of their alma mater.

CHAPTER XIII

COMMENCEMENT AND OTHER GENERAL EXERCISES

BY AN odd turn of derivation, the day upon which a student finishes his college course is called Commencement day. The term, first used at the University of Cambridge, England, signified the day upon which the candidate commenced his privileges as a bachelor, master, doctor, or other licentiate.

The first Simmons Commencement exercises were held in Jordan Hall on the afternoon of June 13, 1906. A statement regarding the College, its history and plan, was made by Professor Sedgwick in behalf of the Corporation, and the Commencement address was given by the President of the College. The degree of Bachelor of Science was conferred on thirty-two candidates, and certificates for the completion of one-year programs were awarded. The preceding Sunday the baccalaureate service had been conducted in the Mt. Vernon Church, Prof. Francis Greenwood Peabody, D.D., of Harvard University, preaching the sermon.

For the next two years also the Commencement exercises were held in Jordan Hall, but in 1909 they were conducted in the Church of the Disciples, at the corner of Peterborough and Jersey Streets in the Fenway. The College had been using this church for several years previously for weekly devotional exercises and for the baccalaureate sermons. The graduation ceremonies continued to be held here for four more years, after which they were conducted for seventeen years in the much larger Harvard Church near Coolidge Corner in Brookline.

By the time the Harvard Church began to be used, the procedure had become well standardized and included a unique academic procession. A double line having been formed in the reverse order of academic importance, with the choir at the head followed by the seniors, the Faculty, the Corporation, and lastly, the President and speakers, the procession marched around the outside of the church to the entrance where it paused, and

the lines turned, facing each other. Then the Marshal led the President, the Corporation and others in turn down between the lines and into the church. Thus the procession had the unusual opportunity of seeing itself in review. In case of rain, this procedure, of course, had to be omitted, and the procession entered the church directly from the rooms where it had been formed without going out of doors. On threatening days, the Marshal, which office I held for many years, was beset with nervousness as to whether or not to risk the outdoor performance. One occasion, I recollect, as particularly trying, when the Speaker had not arrived at the time to start. He finally appeared, however, having gone to the Harvard Church in Cambridge instead of the Harvard Church in Brookline. After having paraded at the head of the Commencement procession for twenty years, I turned over my marshal's baton with very distinct relief to Prof. Wallace M. Turner in 1929.

President Lefavour devised a simple and impressive ceremony, including an anthem sung by the College choir, assisted as soloist for many years by Mrs. Marjorie Soper Nuhn of the class of 1916. After the Commencement address had been delivered, the Dean presented the candidates for degrees by schools, each girl rising as her name was called. The President conferred the degrees on each group in a short and dignified formula. A candidate, unless previously excused by the Corporation, was required actually to be present in order to receive her degree. All full-time members of the instructing staff, likewise, were expected to appear in full academic costume. The names of those to receive certificates in the briefer courses were read, and the exercises were closed by singing the College hymn, written by Dean Arnold. The annual meeting of the Alumnae Association followed in the afternoon, preceded by a luncheon in the College lunchroom, at which members of the graduating class and the Faculty were guests.

The Commencement exercises of 1932 were held in the Temple Israel, at the corner of The Riverway and Longwood Avenue, since the Harvard Church had been damaged badly by fire the previous autumn. This auditorium served for three years, until Symphony Hall was used instead.

Founder's Day Convocation, established in 1917, was an annual exercise held in the Harvard Church and attended by the

whole College body, students, Faculty and Corporation in academic procession. The service took place on the Wednesday nearest the anniversary of the Founder's birthday, October 30. President Lefavour always gave an account of the life of John Simmons. We of the Faculty would await with the greatest interest to hear what new biographical item he had discovered since the preceding year. He never failed to produce something unknown to us before. Often in addition to the President's discourse, an outside speaker would deliver an address on some phase of education or on some other appropriate subject. A few degrees and certificates were awarded to candidates who had become eligible since the preceding June.

In an account of the first Convocation, President Lefavour wrote, "The opportunity to review the life of the Founder and the significance and importance of his contribution to the public welfare, of giving expression to some important educational theme, and of increasing the sense of solidarity by gathering in one auditorium all those who are immediately interested in the College, including all the governing boards and all the undergraduates, is of unquestionable service to the College."

In the early years of the College, while it was still quite small, this unity of the students and the instructors was very evident. Every Wednesday afternoon at the close of the last class, we all, that is, all of the students and many of the instructors, made our way over to the Church of the Disciples where a simple devotional service was held. The procession of seniors, led by the choir, marched in and took the places which had been reserved for them. The services were conducted by the President, or the Dean, or Professor Farley, or most frequently by some one of the eminent clergymen of Boston or vicinity. These weekly assemblies had been begun in 1903, and the attendance of all students was required unless they had been excused on the ground of conscientious or other valid reasons. During the first two years of use of the Main Building on The Fenway, the exercises were held in the large east room on the fourth floor, later known as Library B; but by 1906, the larger auditorium provided by the Church of the Disciples became necessary. Even this space sufficed to accommodate all the students for only four years. For the next seven years, therefore, only half the students attended assembly one week, and the other half, the alternate week. In 1916 assemblies were

again held in Library B, as changes in the platform and seating rearrangement made it possible to squeeze in half the student body.

After putting up with this arrangement, which was very unsatisfactory, for four years, an entirely new plan for assemblies was inaugurated. Meetings, twelve minutes in length, were held from 12:20 to 12:32 o'clock every day, one-fifth of the enrolled students attending each day and all instructors being expected to attend on some one of the days. To gain the time for these noon meetings, each class hour was shortened by two minutes, the first classes began at quarter before nine o'clock and the last ones closed at four minutes past four o'clock. Thus originated that weird timetable which no one was ever able to memorize.

The character of the assemblies was altered, and they lost most of the atmosphere of a devotional meeting. The exercises consisted of a hymn, a short reading of the Scripture, and an eight-minute discourse, usually on some ethical topic, by a member of the Faculty. The assignment for conducting assembly, as a rule, was given to an instructor for the whole week, and he might repeat his address to each succeeding group of students or prepare five different discourses. Frequently I was fortunate in getting through the ordeal early in the year, and so I could listen with no dread of the future to the interesting and well-prepared speeches of my colleagues. On the whole, this plan of assemblies was very satisfactory, although, of course, the original element of unity of the college was completely lost. Founder's Day Convocation was established at this time to regain a conception of solidarity.

When the large hall in the East Wing became available in 1929, assemblies were held only on three days a week, and a different member of the Faculty spoke each day. In that year forty-two instructors conducted assemblies. Perhaps because this number was more than the students would stand, or perhaps because it was more than the Faculty could endure, or perhaps for some other reason, the following year only four members of the staff, beside the President and the Dean, spoke at these meetings. On three days, officers of student organizations took charge, as they had been doing for the past five years, and on all other occasions the exercises were conducted by clergymen, as had been the original practice years before. The assemblies played a well-remembered and an undoubtedly important part in College life during the first thirty years of Simmons.

CHAPTER XIV

CERTAIN UNRELATED TOPICS

SEVERAL topics of interest in the history of the College are not closely connected with the subjects of the preceding chapters, and, therefore, although unrelated to one another, they are brought together here in a single chapter.

OFFICERS OF ADMINISTRATION

To the student body the Dean seems the most important officer in the College, with whom one must come into personal contact willy or too often nilly. Frequent references have been made already to the first Dean, Miss Arnold, who was Alma Mater, in the literal meaning of foster mother, to hundreds of girls during her term of office. While she was absent during the First World War, Dr. Marion Edwards Park took her place temporarily, and when Miss Arnold resigned in 1920, she was appointed Dean. Unfortunately for Simmons, Dr. Park withdrew after one year, to become Dean of Radcliffe College, and later to assume the Presidency of Bryn Mawr College. Dr. Sara Henry Stites, Professor of Economics, then served as Acting Dean for three years, during the last of which period she was assisted by Dr. Jane Louise Mesick. Upon the return of Dr. Stites to her full time teaching duties, Dr. Mesick took over the office and was given the title of Dean in 1925.

The Main Office, concerned with arranging class hours, with enrolling students, and with handling the countless practical details of running the College, was under the direction of the Registrar. Miss Evelyn Walker held the office for the greater part of the time between 1910 and 1917 and she was followed by Miss Margaret M. Grimshaw who served for ten years, and then by Miss Dora B. Sherburne, who retired only recently.

To enter the records of the grades of all students is as meticulous a task as that of bookkeeping. The College was fortunate in possessing as Recorder from 1910 to 1943 Miss Marjorie Burbank, who was wonderfully rigid and accurate in her methods.

For many years credentials for admission also were in the hands of Miss Burbank.

The officer who handles the cash, that is who takes in the tuition from the students and who pays the bills for the running expenses of the College, becomes known to everyone. Miss Ethel Magrath was Cashier from 1903 to 1910, when Mr. Lysson Gordon took charge of the office, with the title of Bursar. Mr. Gordon also kept the accounts of the general funds and investments of the College for the Treasurer and assisted in arranging his annual report. In 1928 he was succeeded by Mr. Richmond K. Bachelor, who gradually took over in addition to his other duties the oversight of all College property.

The importance of the office of Assistant to the President depends on the personality of the holder of that office. In this position Miss Gertrude J. Burnett became so efficient and possessed such an extended knowledge of the affairs of the College, both past and current, that one came to think of her as indispensable. Her friendliness, her judgment based on her experience, and her integrity in confidential matters, caused many of the Staff to seek her advice. Starting as assistant-secretary to the President in 1908, she later became secretary and in 1918 she was given the title of Assistant to the President. In 1922 she became Assistant Clerk of the Corporation. In the later years of his administration President Lefavour depended greatly on Miss Burnett for matters of detail and her knowledge was of inestimable value during the transition in the Presidency.

THE SIMMONS COLLEGE COUNCIL OR ASSOCIATES

From the outset a number of ladies of wealth and social prominence, who were not members of the Corporation, took an interest in the College and particularly in the welfare of the students. Gifts were made in aid of definite projects, as in support of the School for Social Work, and money was given to help needy students. In 1914 a number of these ladies, at the invitation of the College, agreed to form a committee to be known as the Simmons College Council, the purpose of which was to aid in the interpretation of the College to the community and to promote the physical and social welfare of the students. The Council consisted of the women who were members of the Corporation, of the Dean, and, as first established, of nineteen other members.

The personnel of the Committee changed slightly from year to year, but continued of about the same number until 1921, when it was nearly doubled in size.

The Council held regular meetings at which the Dean or the President told of current problems of student life and of individual needs, as well as of the more general matters in the development of the College. For some years one of these meetings took the form of a luncheon at the Main Building, to which some of the senior members of the Faculty also were invited. Many members of the Council entertained students and sometimes instructors in both large and small groups in their homes. They also responded most generously to appeals from the Dean to help those who were in unexpected need of money. Up to 1933, seventy-five ladies had served on the Council, though never more than about forty at one time.

The endowment campaign of 1920 to 1924 brought the Council forward to its greatest activity, not only as a group, but also individually. With what success they initiated and managed the Simmons Salvage Shop has been told already in the chapter on the campaign. It was one of their number, moreover, Mrs. Edwin S. Webster, who was Executive Chairman of the Committee on Endowment during the most strenuous period of that mighty effort to raise a million dollars for the College.

The name of the committee was changed to "The Simmons College Associates" in 1926, but its purposes remained the same as before. The Associates exercise no authority but are only an advisory board, which makes even more remarkable the willingness and enthusiasm with which the members have labored in the interests of the College. Their accomplishment cannot be measured in money alone, for they have been of the greatest service in that intangible but most important purpose for which the board was created, "to aid in the interpretation of the College to the community."

PUBLICATIONS

For four long years every college student looks forward to graduation, and when that event arrives, she is anxious to possess a memorial of it in the form of a record of the class. Add to this desire the universal satisfaction of vanity enjoyed by seeing one's name in print, particularly if accompanied by a portrait, and

the success of esoteric and expensive "Class Books" is explained. From the first Simmons classes, being normal in this respect, published such books with pictures of themselves and of the President, the Dean, and other members of the Faculty. The Class of 1910 entitled its book *The Microcosm*, and every succeeding class has used the same name. These volumes became larger and larger as the years went by, and contained more and more class data, serious and humorous, together with group pictures of clubs and cuts made from snapshots. To help meet the cost of publication, a play known as "Mic" Show was given each year. Many Microcosm editorial committees managed their finances so well that a surplus resulted. This money was contributed to the College for student aid.

The first number of the *Simmons Quarterly* appeared in June, 1910, published by the College officially. It was, however, edited by the alumnae and undergraduates jointly but with a member of the Faculty as editor-in-chief, Prof. James Holly Hanford being the first to hold that office. The cost at first was about \$500 annually, toward which expense the Alumnae Association contributed \$100, most of the remainder coming from the general funds of the College. In the final year of the *Quarterly*, 1917-18, the cost had risen to over \$800 and the Alumnae contribution to \$150. The chief purposes of the magazine were to provide a medium for keeping the graduates in touch with the progress of the College, to record the proceedings of the Alumnae Association, and to print news from the class secretaries and Simmons graduate clubs. The addresses delivered at Commencement and at Convocation were usually printed in full, and articles by graduates, by members of the Faculty, and occasionally by undergraduates on subjects pertaining to the College or of general educational interest made up the rest of the contents.

Student authors of prose and poetry wished to see their compositions in print, so the Student Guild called a mass meeting in January, 1915, at which it was enthusiastically determined to establish a monthly literary magazine. The publication was named *Persimmons*. It was run entirely by students with great success, the editions being quickly sold out, and the year ending with a surplus in the treasury. Prizes were awarded for stories and for poems, but after the first year, contributions began to dwindle so that only five numbers were issued annually. In the

fall of 1918 *Persimmons* united with the *Simmons Quarterly* to become the *Simmons College Review*.

The new magazine, which resulted from a feeling that alumnae and students should know more of what each was doing, was distributed gratis to members of the Alumnae Association, to the undergraduates, and to the staff of the College. Toward the expenses of publication the Alumnae Association contributed about \$300, the Student Government Association \$400, and the College \$300. But the cost of publication and of distribution was so large that for several years the accounts showed a yearly deficit of over \$1,000. By 1926, however, the accumulated deficit had been wiped out, and the year ended with a small surplus. This satisfactory turn was accomplished in part by substantial increases in subsidies, but chiefly by obtaining advertising contracts which yielded about \$1,000. Thereafter the subsidies were reduced so that income and expenses remained about equal. *The Review* served as the organ of the Alumnae as well as an outlet for the literary efforts of the students whose contribution varied in quantity and quality. At first, the responsibility of editorship was given to the undergraduates with a Faculty advisor and with the business management in the hands of an alumna; but after 1926, the editor-in-chief was a graduate. As time progressed, articles by students became fewer, and in 1930 the Alumnae Association took over the entire responsibility for the magazine, the editorial and business management becoming one of the duties of the paid alumnae secretary.

Since most of the graduates of the School for Social Workers and of the Prince School had taken their undergraduate work elsewhere than at Simmons, they established their own School Alumnae Associations, each of which published a magazine. *The Social Worker* contained contributions from graduates on various phases of social work. It appeared as a quarterly from 1924 to 1932, since which latter date, numbers have appeared only at irregular intervals. The *Prince Alumnae News* was first issued in August, 1918, and has continued ever since as an annual. The magazine is chiefly concerned with the affairs and policies of the School and with personal news about the graduates.

In October, 1923, a group of students started a weekly news sheet. It was a mimeographed production containing current news items and notices. It was so well received that after three

months, the *Simmons College News* came out as a printed paper of four or six pages, in the usual form of college newspapers. In addition to news items, it contained editorials, "personals," and regular "features," most noticeable of which was the "Periscope," a column of comment on current world events written by Professor Varrell of the department of history. The subscription price was one dollar a year. In 1930, however, the College subsidized the *News* to the extent of \$200 annually, the Co-operative Society made a yearly contribution from the profits of the Bookstore, and the paper was distributed free to everyone at the College, as it seemed desirable that *News* should have universal circulation among the students. The receipt of the paper without cost was regarded as a dividend from the profits of the Bookstore, in which all students were entitled to share. The paper was very generally read, as I can attest, because the edition for the week usually arrived at the College building a few minutes before my lecture on chemistry to a large class of freshmen.

When, in 1930, the Alumnae assumed the management of the *Review*, undergraduates had little opportunity for publication, so *News* published in December of that year a literary supplement which they called *Per-Simmons*. Three numbers of the supplement appeared in all, but the next year the venture was not repeated. Not until 1935 did student authors again have adequate opportunity to see their literary efforts in print. Then the English Club started a new magazine and revived for it the name *Per-Simmons*.

THE CO-OPERATIVE STORE

"Andy" Maclachlan was a Scotchman who for years had sold textbooks and supplies in his store on Boylston Street to the students of Technology across the street. He naturally sought and obtained the similar business of Simmons College, and he was allowed the use of a small space in the new building for a branch store, when the College moved to The Fenway. Upon the construction of the West Wing in 1909, a counter was built across the end of the lunchroom about five feet from the west wall, thus forming what was dignified by the name of "The Bookstore." Here, for the next twenty years, Simmons students bought their books, struggling three or four deep in front of the counter on the first days of each term.

In 1917 the business was organized as a co-operative store under the management of Mr. H. W. Rabe, a member of the Faculty. Since the return of dividends to individual purchasers would require an undue amount of clerical work, the net profits of the store were distributed to the funds of the four undergraduate classes and to the graduate division in proportion to their purchases as recorded by sales slips dropped into a box by the purchaser. Later this cumbersome system was given up, and the dividends were assigned in accordance with the number of students in each class. This money helped to defray the expenses of the class organization and thus to reduce class dues. As the business was conducted in a college building with the approval of the Corporation, and as all bills were paid through the Bursar's office, the undertaking became semi-official, and summaries of the accounts were published in the annual reports of the Treasurer of the College. The store did a gross business of about \$14,000 this first year of the co-operative store and made a profit of a little over \$2,000. Half of this was retained as increased inventory and as working capital, and the other half was distributed as dividends. The business increased each year, rising to \$37,600 in 1929-30 and yielded a dividend of ten per cent of this amount. With the general depression of the next few years, the sales decreased somewhat. After the death of Mr. Rabe in 1926, Mrs. Helen M. Bradstreet, who had been an assistant in the store, became the manager.

Shortly after the removal of the College to The Fenway, a counter for the sale of candy and knickknacks was conducted by the students. During the Endowment Campaign, the profits from this source were contributed to that effort. After the campaign closed, the "Show Case" continued to be operated by the Student Government Council for the benefit of that organization. No continuity of management from year to year, however, existed, and the business suffered from lack of responsible oversight. Some criticism of the management of the bookstore also had arisen, so in 1928, the Simmons College Co-operative Society was formed to take over the responsibility for both enterprises. The board of directors of the Society consisted of the Bursar, four students, and two members of the Faculty. In the autumn following the formation of the Society, the East Wing was completed, and a well-equipped bookstore was established in the

basement, where the business was extended by stocking a variety of small merchandise for student trade. A new and adequate show case, where jewelry as well as candy was sold, was installed in the corridor next to the student lounge. "Show Case" undertook also the sale of second-hand textbooks, a trade which the bookstore could not handle because of publishers' restrictions. The gross sales of "Show Case" were from four to six thousand dollars annually, which yielded a profit for the Student Government Association of from eight hundred to one thousand dollars.

Although from time to time agitation arose to change the system so that the dividends of the Bookstore would be paid back to individual purchasers, and although criticism of the purposes for which the class dividends were expended were heard, the plan of the Co-operative Society is still being successfully carried on.

THE COLLEGE SEAL

President Lefavour wrote a very interesting history of the College Seal for the issue of December, 1926, of the *Simmons College Review*. The following account is taken from parts of this article. The first reference to a seal in the minutes of the Corporation is the vote of January 6, 1902: "*Voted*: That the Corporation adopt as the corporate seal a circular seal with the words Simmons Female College and the date 1899." This seal was in the form of the ordinary commercial one, with two concentric circles within which the words were contained, while the date appeared in the centre.

Two years later, on January 11, 1904, the Corporation voted "that the choice of a seal for the College be referred to the Committee on Art, with the suggestion that a prize be offered for a design to the students of the Art Museum School." At the next meeting, Mr. Lowell reported a recommendation from the Committee on Art that the College colors be blue and gold, and he also presented a suggestion for a seal. And it was "*Voted*: To accept the recommendation as to the College colors, and to postpone action on the seal."

The matter was brought up again on October 10, and on November 28, 1904, when a motion was passed to adopt a design which was based on the suggestion presented by Mr. Lowell in the previous March. The drawing of the seal was made by Mr.

Allen W. Jackson, a Boston architect, who was at that time Lecturer on Architecture and Housebuilding in the College. The form in general was that with which we of the College are familiar. It showed an oak tree, with a lamp at the left, "Founded 1899" at the right, and "Science, Art, Industry" at the bottom. Around the edge were the words, "Seal of Simmons College, Boston, Massachusetts." The word "Female" in the title of the College was omitted.

It was customary at the time Mr. Simmons made his will to use the word "female" as descriptive of an institution for the education of women, but the usage had become antiquated by the time the College was organized. The students heartily disliked it, and the Corporation felt it unnecessary to continue its use except in legal documents. It remained the legal name of the College until 1915, when it was changed by the Legislature to Simmons College.

Although the seal, as submitted by Mr. Jackson, was formally adopted and used, it was not entirely satisfactory, because the oak tree was drawn in such detail that the leaves became a black, inky blotch when an attempt was made to print the seal. In 1906 President Lefavour submitted the question of a new drawing of the seal to Mr. T. W. Cleland of New York, the artist who had prepared the drawing for the College diplomas. Mr. Cleland submitted several designs, and one was chosen in which a conventionalized tree with comparatively few lines took the place of the picture of an oak. This form was used in 1907-08, but by the next year a few more branches and leaves had grown on the symbolic tree, and the seal underwent no further changes even to this day.

RETIRING ALLOWANCES

In his annual report for 1915, President Lefavour called attention to the fact that no provision existed for granting allowances to members of the staff who retired from service after reaching a suitable age. The College possessed no funds for providing allowances, and it was not eligible for assistance from the Carnegie Foundation for the Advancement of Teaching, which had long paid pensions to professors retiring from certain accepted institutions. The next year the Foundation proposed a system of contributory retiring allowances in which all colleges

might be included. The President expressed a hope that Simmons College might take a share in this undertaking, but it was not until 1919 that the Foundation proposed a definite plan by which equal annual contributions should be made by the College and by each instructor, of a definite percentage of his salary, the money to be invested in the Teachers' Insurance and Annuity Association, an organization maintained at the expense of the Foundation. The proposal was referred to the members of the Faculty of professorial grade, who, after careful considerations, reported adversely.

Nothing more was done about the matter for five years, when, during the closing months of the Endowment Campaign, the Corporation discussed the subject in connection with a proposed new salary scale but without taking action. In the fall of 1925, however, a definite plan was agreed upon which was made possible by the new endowment. A separate fund, to draw interest at the average rate of College investments, was established to which all instructors who received salaries of \$2,000 or more were required to contribute five per cent of their salaries annually, and to which the College contributed from its general income an amount equal to three per cent of these salaries. The Corporation voted to add five per cent to the existing salaries of the contributing instructors, so that their cash incomes remained the same as before. In accordance with this plan, when an instructor reached the age of sixty years, or if he became completely disabled, he might retire and receive the sum standing to his credit in the fund. When his age reached sixty-six, his retirement would become automatic. If he withdrew from the College before the age of sixty years, he would receive back what he himself had contributed plus the accumulated interest. In case of death, an instructor's estate would receive the full sum which stood to his credit at the time of his death.

Obviously, instructors who would reach the retiring age within a few years after the fund was established would have accumulated only a small credit, so the Corporation made the plan retroactive in respect to the contributions by the College, and they provided further that the minimum total allowance paid should be not less than the full salary received by the instructor in his final year of service. For one who retired after thirty years of service, the accumulation, at the rate of interest

then prevalent, would have been enough to buy an annuity, at the cost current at that time, sufficient to give the recipient an income equal to about sixty per cent of his final salary. Most unfortunately, since that time, interest rates have so decreased and annuity costs have so risen, that a retiring allowance is now a very much smaller percentage of the final salary.

In 1929 the contribution made by the College was increased from three to five per cent, thereby equalling that made by the instructor. The foregoing account covers the main features of the retiring allowance plan. The complete statement, which was slightly modified from time to time, is too long to quote in full, but it remained in force until quite recently, when a new scheme in connection with the Teachers' Insurance and Annuity Association was substituted for new instructors and made optional for others.

WAR ACTIVITIES

The members of Simmons College, like nearly every one else in this country, were very little affected by the European war, until the United States became a participant in the spring of 1917. We at the College had been shocked by Fraulein Mitzlaff, an instructor in German, who had received from the Kaiser an iron cross for her contributions to the German cause, when she openly rejoiced at the sinking of the *Lusitania*. We hoped never to see her again when she departed for Germany immediately after Commencement, with the assurance by her that she would return in the fall on a German ship. Our hope, not hers, was fulfilled. But we did become aroused immediately when war was declared, and at once the Faculty voted to excuse the seniors in the Secretarial School from further attendance in order that they might respond to the urgent call for secretaries in the organization of the country for war.

During the summer, the department of chemistry gave a course on Medical Laboratory Methods for Red Cross nurses, the Secretarial School, a course for training business assistants, and the School for Social Workers conducted classes in First Aid in Social Service. Dean Arnold was appointed Chairman of the Women's Committee established by the State Committee on Public Safety, and she gave all her time during the summer to this work, which had to do chiefly with problems of food and die-

tetics. In the fall she joined the bureau headed by Herbert Hoover and spent the year in lecturing in all parts of the country on the program of food conservation directed by that bureau.

With the opening of the college year, activities in many directions were undertaken. Fourteen extension courses in different practical phases of Home Economics, Science, and Social Service were offered, and bulletins pertaining to food economy were published. A research problem on the preparation of a certain toxic gas was assigned to the department of chemistry by the Division of Chemical Warfare of the Army, and a considerable amount of salvarsan was made in the chemical laboratory for use in the armed forces. The undergraduates prepared surgical dressings, aided in other Red Cross projects, and did hard military drill in the back yard.

A questionnaire was sent to all graduates in order to list and co-ordinate war activities, and the Simmons Union for War Service was formed. This organization raised over \$6,000, some of which was sent to the Y.M.C.A. on the Italian front through Professor Underwood who was in service there. The Union also maintained a farm colony at Melvin Village, New Hampshire, where a number of girls worked during the summer of 1918.

Members of the Faculty on leave of absence were Dean Arnold, Professor Underwood with the Y.M.C.A. in Italy, Miss Marion E. Bowler with the Y.M.C.A. in France and later in occupied Germany, Professor Curtis M. Hilliard, and myself. Professor Hilliard and I were in the Army Medical Corps, he in the Sanitary Corps, and I in the Division of Nutrition. Neither of us was sent overseas, but we were occupied with duties in the training camps in the South and West.

On account of the coal shortage, the College was closed for several days in January, 1918, and Monday classes were transferred to Saturdays to conform to the general suspension of business on Mondays to conserve heat. Notwithstanding these disruptions, the usual work was accomplished, and in addition, accelerated technical courses in the Secretarial School were given in order that seniors might graduate in February. The social activities of the students were greatly reduced, and the Junior and Senior "Proms" were given up entirely. The epidemic of influenza in September and October seriously affected the College. The epidemic had subsided and the College had been re-

opened for only four weeks, when work was again briefly interrupted. News of the Armistice reached the College building about noon. All classes were dismissed, and students and instructors together marched four abreast all the way downtown to join in the excitement and celebration.

CHAPTER XV

THE SCHOOLS

THE organization of the curricula at Simmons College was from the first that of a technical institute rather than that of an academic college. While the courses of instruction were divided into departments in the usual way, rather inflexible programs of courses were set up, in which a student was registered and which she must complete in order to graduate. Enrollment in these programs, leading to preparation in different technical fields, caused the students to be designated as members of different Schools. That is, the instructors were grouped into departments; the students were grouped into Schools. Directors were appointed for each of the Schools who were responsible for matters pertaining to the programs in their respective Schools, for the academic welfare of the students registered with them, and for the interests of their graduates. In the fields of Secretarial Studies and of Library Science, the Directors were the professors in charge of these departments of instruction. Since courses in these departments were open only to students in these Schools respectively, distinction between the School and the department became rather vague. In Household Economics also, Dean Arnold, who was Director of the School, drew no sharp distinction between the School and the Department. In science, however, most of the students in the courses in the departments of biology, of chemistry, and of physics, were registered in other Schools than that of Science. Thus, Professor Norris, for example, although he was Director of the School of Science and was in charge of the department of chemistry, had no responsibility about the instruction in biology. This organization led to much confusion and might have been the source of friction had there not been friendly co-operation among those in charge of the work in the different branches of science.

The Schools of Social Work, of Public Health Nursing, of Store Service Education, of Landscape Architecture, and of Physical Education conducted much of their technical work elsewhere than at the Main Building, and thus seemed somewhat apart from the rest of the College.

Plans for the School of English were completed in the final year of the administration of President Lefavour, but the School was not opened until the following year, under the directorship of Professor Robert M. Gay. The reorganization of the School of Public Health Nursing into the School of Nursing, headed by Professor Helen Wood, occurred in 1933-34, and the School of Preprofessional Studies, with Professor Harrison L. Harley as Director, was not established until 1938. Thus, regrettably, the history of these three Schools lies outside the period covered in this account.

In the following accounts of the individual Schools the history of the nontechnical departments finds no place. A whole chapter might well be devoted to this subject, but since the development of these departments at Simmons is much like that in other institutions, space can not be afforded for it. Therefore, unfortunately, alumnae will look in vain for the names of many instructors of whom they have fond memories.

THE SCHOOL OF HOUSEHOLD ECONOMICS

Household Economics, or as it was sometimes called, Domestic Science, was the first vocation which was decided upon as an objective for the College. An account already has been given of how the Corporation committed itself in this direction by taking over the New England School of Housekeeping, even before the College had opened in 1902. Instruction in this field at that time was entirely unorganized. The subject definitely was not a branch of economics, and the arts of cooking, sewing, and the care of the house, as then taught, were even more definitely not based on science.

President Lefavour had recommended in his original proposal that the aim of the course at Simmons should be to equip a woman with the knowledge and practice, as well as the skill, necessary to supervise in all its detail a large institution. The announced program of studies consisted of a basic preparation for careers far beyond those for which the cooking schools of the period offered adequate training. Yet the actual technical instruction which was given in the early years of the College was greatly influenced by the current methods in use in these cooking schools, particularly as the instructing staff in this department was composed chiefly of former teachers from the School of Housekeep-

ing, augmented in 1904 by instructors from the newly acquired Boston Cooking School.

Practice in cooking for six hours a week was begun in the first year of the program and was continued during the second year and half of the third year. After 1906, however, instruction in cooking was not started until the second year; but since the total amount of practice remained the same, the required courses extended into the fourth year. These exercises undoubtedly developed some excellent cooks, especially as the rule of "the perfect sample" was enforced, under which a student was required to repeat her work until she could submit a product which met the rigid specifications of the instructor.

The household arts were taught in much the same way, each student in a section of the course being provided with a carpet sweeper and various types of brushes and mops for practice in cleaning rooms in the dormitories, and with appropriate utensils for work in the laundry. A half-year course on house construction was given by an architect. A half-year course also was devoted to the selection of household furnishings and another to marketing. Elementary instruction in sewing was required of all students in this School in the third year, and an opportunity was offered to those students who wished to specialize in the needle arts to take courses in drafting and the application of the principles of color and design to clothing and to fabrics for house furnishings.

While students were spending nearly half their time in these technical practice courses, they were getting academic instruction in English, history or modern language, economics, psychology, sociology, and particularly in the basic sciences. One year of physics, two years of chemistry, a half-year each of general biology, of physiology, and of bacteriology were required of all students in Household Economics. Although but little application of the information gained in these courses in science was carried over into technical practice, except in a course in dietetics, something of great value undoubtedly was acquired in the way of background and in that habit of logical approach and mental discipline which is characteristic of the study of science. Moreover, having taken the elementary courses in chemistry and in biology in the early years of their programs, many students in the School of Household Economics chose more advanced courses in these subjects as electives in their junior and senior years. In

fact, some few each year, finding that their interests were more in science than in household arts, succeeded in gaining a preparation in science but little inferior to what they would have had, had they entered the School of Science in the beginning. Indeed, some of the better positions in science held by Simmons alumnae are occupied by graduates of the early years of the School of Household Economics.

Although the first catalog named teaching last among the careers for which preparation was provided, most of the early graduates of the School became teachers, and they had taken in the senior year a course in education given by Dean Arnold. An important part of this course consisted of practice teaching in settlement house classes in the poorer districts of Boston. In later years opportunities for observation and practice were made available in some of the grade schools and high schools in the suburbs. Some few graduates, however, took up, instead of teaching, lunchroom management, either as employees or in independent ventures.

The vocation of housekeeping and catering for restaurants and institutions is among the oldest occupations for women; so what could be more obvious for Simmons College than to offer training for this profession? But maturity and experienced judgment, which this work demands, are rarely found among girls of college age; and, on the other hand, older women cannot afford the time to get a full college education. The College, therefore, arranged in 1906 a one-year program in "Institution Management." This program included brief courses in chemistry, physiology, bacteriology, dietetics, marketing, and accounts; but it was devoted chiefly to practical work in the College lunchroom and in the kitchens of the Women's Educational and Industrial Union. Successful applicants for the course had to be between twenty five and forty years of age and were required to satisfy the Director of the School of their personal qualifications for admission. About twenty were accepted each year. In the course in chemistry, which fell to my lot to teach, I found many most conscientious students who struggled with a subject for which they could see no practical use. It was due, doubtless, to my endeavor to meet this point of view that Dean Arnold once told an applicant who dreaded the requirement in chemistry, "You will find Dr. Mark very patient with fools." These women were

not fools, however. Far from it, they proved as a rule excellent pupils with a surprising ability to return to the role of students after having left school for some time. During the twenty-seven years in which this program was given, many able women received certificates and were enabled to obtain very responsible and remunerative positions. The time came, however, when competition with more thoroughly trained applicants made it difficult to place these holders of single year certificates, and the program was discontinued in 1933.

Dean Arnold, who had been appointed in 1903 as temporary Director of the School of Household Economics, continued to administer its work until 1912, when she officially resigned her title as Director, although she kept an active interest in the management of the department for some years thereafter. Upon Miss Arnold's resignation, Mrs. Mary S. Woolman was appointed Acting Professor of Household Economics and temporary Director of the School. At the same time she was elected President of the Women's Educational and Industrial Union. Mrs. Woolman came to Boston from Teachers' College of Columbia University where for many years she had been the efficient head of the department of domestic arts, as well as organizer and Director of the Manhattan Trade School for Girls. The appointment of so experienced a person, who would serve to bring the College and the Union into closer affiliation, gave promise of great success. Before the first year was finished, however, it was evident that her duties at the Union gave Professor Woolman insufficient time for the affairs of the College, so for the following year Dr. Alice F. Blood was relieved from part of her work as Assistant Professor of Chemistry to become Executive Secretary of the Department of Household Economics. This arrangement lasted for one year only, at the close of which Professor Woolman, having resigned from the Union, withdrew from the College also, and Dr. Blood was appointed Associate Professor of Household Economics and Director of the School.

One of the first acts of the new Director was to bring about the reorganization of the instruction in cooking by securing the services of Miss Ula M. Dow from Kansas Agricultural College. Under Miss Dow the time spent by students in the practice of cookery was somewhat reduced, but greater emphasis was given to underlying principles and to using reproduceably exact, scientific

methods. A somewhat similar change was effected in the courses in sewing in 1924 by the appointment as Assistant Professor of Clothing of Miss Margia B. Haugh (who later became Mrs. Abbott) from the University of Illinois.

The acquisition by the College in 1925 of the house on Pilgrim Road, known as Pilgrim House, gave the Household Economics Department an opportunity in the following year to establish a practice house. Here about fifteen students each half-year resided and took the responsibility for the planning and execution of all of the work, including marketing and bookkeeping. The accounts for the practice house were kept distinct from other dormitory income, and expenditures for furnishings and repairs were met from student fees and were entirely in the hands of the Department.

Under the directorship of Professor Blood a gradual change took place in the placement of graduates, and the original aims of the School were more nearly fulfilled. President Lefavour, with remarkable foresight, had written some twenty years previously, "A graduate of such a course should be competent to act as the matron of an institution, but before or immediately after graduation she should have an opportunity to serve as an assistant in some practical institution in order that the College may test her acquirements and have a basis for recommendation." The lack of this year of apprenticeship during the regime of Miss Arnold had been the cause of the ineligibility of fresh graduates to take positions involving experience in food management and dietetics. Professor Blood secured the co-operation of a number of hospitals and several large restaurants in addition to the Women's Educational and Industrial Union in furnishing the required year of apprenticeship. Within a few years these opportunities became more numerous through the organization of student dietitian programs in all the larger hospitals under the direction of the American Dietetic Association.

The modern science of nutrition is a development of the past thirty years, with which Simmons College has kept well abreast. Since Dr. Blood had devoted her graduate study to physiological chemistry, she was particularly well qualified to organize and give instruction in nutrition. When Miss Lucy Gillette of New York was appointed by the Boston Council of Social Agencies to organize and take charge of the Community Nutrition Program

in Boston, she was secured as a part-time instructor by Simmons, Miss Gillette, and later her successors, Miss Marjorie Smith in connection with the Community Health Association, and Miss Ruth White of the Forsyth Dental Infirmary, not only gave valuable courses at the College but also provided in their own and other organizations field experience of great value to Simmons seniors. The development of this type of work constituted an important extension of the program of the School of Household Economics.

Just as in one of the main divisions of the School the emphasis of the instruction gradually changed from that on the preparation of food to the broader subjects of management, nutrition, and dietetics, so in the other main division, detailed training in needle work, gave place to courses in drafting of clothing, the structure and testing of fabrics, and the application of the principles of color and design both to costumes and to house furnishings.

These programs, especially those connected with foods and nutrition, attracted many graduates from other colleges. Since the advanced courses required prerequisites, particularly in science which had not been taken by most of these college graduates, special programs extending over two years were devised for them. Over a considerable period some twenty to thirty such students entered annually and were duly graduated and each was granted a Simmons degree in addition to the one from her original college.

The evolution in the School of Household Economics from 1902 to 1933 was more marked than that in most of the other Schools. This development was due in part to the generally unorganized state of the subject in the beginning and in part to the advancement in the science of nutrition and to the growth of agencies dealing with community health. Dean Arnold may have been justified, as it turned out, in stressing particularly the School of Household Economics when she referred to the pioneer position of Simmons College.

THE SCHOOL OF SECRETARIAL STUDIES

The program in the School of Secretarial Studies was devised to prepare students for the duties of a private secretary, registrar, office assistant, or teacher of commercial subjects, as well as to provide instruction in academic subjects. It was found necessary

to take a firm stand against the admission of students, other than college graduates, to take technical work only — a policy which would have caused the department to become merely a commercial school and which would have vitiated the underlying principle of combined vocational and academic education. Provision, however, was made for students who had completed one or two years of the regular four-year program but who were unable to continue for the full term of years, by allowing them to take condensed courses in typewriting, shorthand, and accounting such as to enable them to secure positions as first-rate stenographers.

As at first arranged, shorthand and typewriting were to be taught in all four years; but after this plan had been tried for one year, the first course in shorthand was postponed until the second year. In 1908 typewriting also, as well as short courses in cataloguing and in library economy which had been part of the work for freshmen, were moved out of the first year. This change was in accordance with the general policy of making the work of the first year in all Schools chiefly academic. A full-year course in accounts and half courses in commercial law, commerce, and business methods were required in the senior year. English was prescribed in each of the first three years. Professor Eldridge, Director of the School, urged for years that the department of English should give a course in what he called "Business English," but Professor Farley maintained that there was no such distinctive subject, good composition being the same no matter what the theme. So Professor Eldridge was obliged to introduce into one of his own courses instruction in the jargon of business correspondence until Professor Gay, Professor Farley's successor, consented to offer a special course in composition of which the description read, "The main object of the course is to afford practice in correspondence and in the writing of reports." Such are the ways of college professors.

Both French and German were required in the first two years of the program, and since students usually had studied at least one of these languages in high school for two or three years, they were able to attain considerable proficiency in the language which they already had started. The requirement in language was based on the belief that graduates should be prepared to take positions in business houses where they would be called upon to conduct foreign correspondence. The fact was, however,

that very few graduates found such positions, if indeed they existed. The requirement in language was retained, however, for its own general educational value, and because the fallacy of the vocational value of a knowledge of foreign language could not be downed. On the contrary, this idea was renewed and strengthened when, during the first world war, the study of Spanish had an enormous vogue because of the anticipated increase of South American business.

A very high degree of proficiency in shorthand and typewriting was required for graduation, but some otherwise able students found it very difficult to attain the necessary speed and accuracy. For the class which graduated in 1922, however, the basic course in accounts was moved from the fourth to the third year, and advanced courses in accounts and in statistics were offered as an alternative for the final year of shorthand and typewriting. It was generally believed in the Faculty, though, of course, denied by the instructor in accounting, that difficulty with shorthand rather than love of accounting was the more frequent factor in the choice of the new alternative.

Between 1913 and 1919 stenotypy was allowed in place of shorthand. Stenotypy was a new method of reporting speech by means of a machine known as a stenotype. The process was more quickly and easily learned than shorthand and probably insured more accurate results. Since it was thought that shorthand might be quite superseded, one of the instructors was given a leave of absence to prepare herself to teach the new process, and the College bought a number of the machines. Few students, however, elected the course, and the method never came into general use.

The one-year program for college graduates, made up of shorthand, typewriting, accounting, commercial law, and business methods, always has been an important part of the work of the Secretarial School. In the required twenty hours a week of shorthand and typewriting, a speed and accuracy nearly as high as that demanded for graduates of the four-year program was attained. Yet a degree was not granted immediately upon the completion of this program, but only after six months of satisfactory experience had been vouched for by the employer. The Director of the School did not wish to recommend for the degree candidates who had not attained the very high standard

set for four-year students, and so he devised this method for making up the deficiency by six months of employment. The plan had little justification in theory or in practice. This scheme amounted to giving academic credit for work over which the College had no control and left the final decision about the fitness of the candidate to employers, who usually submitted a perfunctory recommendation or sometimes refused it because of personal dislike of the candidate. Nevertheless, postponement of the degree in the program for college graduates was continued until 1926. About twenty-five college graduates registered each year, some of whom proved later to be among the most successful graduates of the School.

Insistence on a meticulous discipline was the outstanding characteristic of the School. This inflexibility appeared to some members of the Faculty to be carried to a ridiculous extreme, as when the Director refused to recommend for graduation a student whose only deficiency was a fraction of one per cent in meeting the arbitrary standard set in a course in typewriting, as measured by counting the number of errors made in the exercises in the course. However, this rigid principle guaranteed the proficiency of all graduates of the School and gained for Simmons its very high reputation in this particular field.

In the first ten classes to graduate from the College, the numbers were about equal in the Schools of Household Economics, Secretarial Studies, and Library Science, but in the classes of the next ten years, the proportion in the Secretarial School greatly increased, rising to 46 per cent of all the degrees granted in that period. Subsequently, this School continued to have the largest registration, although the ratio to the others diminished somewhat. Graduates of the School seldom found difficulty in obtaining good positions, both because of the high reputation of the Simmons training and because of the large number of contacts maintained by the Director of the School. Initial positions were often obtained because of proficiency in stenography, but in most cases this work was only a stepping stone to posts involving executive work and responsibility.

THE SCHOOL OF LIBRARY SCIENCE

The only library schools in New England in 1902 were a summer school at Amherst and a small school at Pittsfield. The larger

libraries trained their employees themselves, and the smaller libraries were manned by persons who had had no formal instruction in library science. Boston, which is almost the home of libraries, was the obvious location for a library school, and Simmons College did not fail to take advantage of this opportunity for vocational education.

Miss Mary E. Robbins, a graduate of the New York State Library School in 1892, was appointed to direct the work of the Simmons Library School at the opening of the College, and she was assisted later by "The Advisory Library Council" which consisted of the librarians in charge of the Boston Public Library, the Harvard University Library, the Massachusetts State Library, the Boston Athenaeum, and two other librarians.

The first announcement of courses called for technical work being given in all four years of the program, but after the experience of two years, the courses of the first year were made introductory in nature and were required of students in both the Library and Secretarial Schools. Thus, the curriculum was the same for the first year in both schools, and students could postpone until their second year the choice between these two schools. In 1908, in conformity with a general college policy, the courses of the first year were all academic, the technical work of the second and third years being slightly increased. This arrangement was continued for some years until in 1917 the program was reorganized, and the total amount of time given to library science was reduced, with only the equivalent of one technical course being given in the second year. Two years later, all library courses but one in the third year were postponed to the final year, and after 1923, consolidation of technical training in the senior year was made complete and occupied the entire time of the student. The instruction was divided into a large number of courses of various weights instead of into courses meeting three or four times a week through the year or semester, as in other departments. This division was made not only because of the diversified nature of the subject, but also to conform to the requirements imposed by the American Library Association upon a school to be classified as of first grade. The one concentrated year of technical training also was a requirement of the Association.

As in the Secretarial School, a one-year program for college

graduates was an important part of the instruction given by the department. These graduate students were taught in separate courses, since under the regulation of the A.L.A., graduates and undergraduates might not be included in the same classes. The duplication of courses really was not as inefficient an arrangement as might be thought, because the total number of students was so large that most classes would have been divided into sections in any case. Again as in the Secretarial School, a degree was not granted to those who had completed this one-year program until they had supplemented their courses by professional work of a character approved by the College. This requirement was withdrawn in 1918, eight years before the similar action in the Secretarial School.

For librarians, a sound background in academic subjects is as important a requirement as technical training; therefore, much of the academic curriculum for the four-year students was prescribed. The program included three years of English, three year courses in foreign language, two years of history, one year each in economics and in physics or chemistry, and one term each of government, of sociology, and of psychology. A little time, but not much, was left for free electives.

Miss Robbins, the first Director, remained in office until 1913 when she was succeeded by Miss June R. Donnelly. Miss Donnelly had been an instructor in the department from 1905-1910, when she resigned to become Director of the Drexel Institute Library School, where she remained for two years. No account of the Library School would be complete without the mention of Charles K. Bolton, Librarian of the Boston Athenaeum. He was appointed Associate Professor of Library Science in 1910 and continued his connection with the College for ten years. Although he gave only one short course on the History of Libraries, he took an active part in the administration of the School and in the general affairs of the College. Also the personal interest which he took in the welfare of his students, both before and after graduation, added to his influence in the development and to the reputation of Simmons College.

THE SCHOOL OF GENERAL SCIENCE

When instructors in science had arranged their courses for students in other schools, they might amuse themselves and keep

alive in their subject by giving advanced courses in a little school of their own, provided, of course, they could get the students. And some day this school might amount to something. This is the meaning of what Dr. Lefavour wrote in his "Report on a Program of Organization," but, naturally, expressed in very different words from these. I doubt if the first appointees in science, of whom I was one, had seen this report or would have hesitated to accept a position if they had. We had visions of a female Institute of Technology. With this prospect in view, very extensive equipment in all three sciences was bought, such equipment as could be found in few institutions at the strictly college rather than university level. The large purchase of textbooks, of reference books, and of full sets of scientific journals, as well as subscriptions to all the leading periodicals both in English and German, made the library the envy of many a New England college. The Science School undertook to prepare its graduates to become teachers of biology, chemistry, or physics, to serve as research assistants, or to fill positions which involved the application of these sciences in the arts. In addition, a four-year pre-medical program was offered, and the value of a background of science was pointed out for those who intended later to become nurses. In the regular four-year program foundations were laid in mathematics, physics and chemistry in the first year, and in biology, analytical chemistry, and more physics in the second year. In the final two years a student might take a major in any one of the sciences, for which purpose a number of specialized courses were offered.

Some of these courses were in applied science, usually not offered in the other colleges for women, as, for example, in biology, courses in anatomy and physiology such as were ordinarily given only in medical schools, a course in bacteriology as applied to certain industries, and later a unique course in diagnostic bacteriology. Indeed, the emphasis of this department was on instruction in public health rather than in the standardized fields of zoology and botany. In chemistry, courses in food analysis and in sanitary chemistry were offered in addition to the advanced courses often included in the first year of graduate work at a university.

Since among a large number of girls there will always be a few who do not share the conventional feminine fear of or inapti-

tude for science, some students registered in the School of Science from the beginning of the College. Those who continued beyond the first year were generally excellent students, because their choice of a notoriously stiff program was based on a real enthusiasm for science. The classes in advanced courses were often augmented and stimulated by those students registered in the School of Household Economics who had found that they preferred science above the technical work of that School. Most students looked upon teaching as a last resort (a sad reflection on us instructors, I fear) and so they chose in the senior year to spend half their time on some small problem of investigation, upon the results of which they prepared theses, instead of upon courses and practice in teaching. During the first ten years in which degrees were granted, only thirty-three degrees, four per cent of the total number, were awarded for work done in science; and although in the next decade eighty-five students completed this program, this number remained only four per cent of the whole number of graduates for that period. In fact, not until about 1930 did the proportion of students in the School of Science become much larger than before, and only now, during the Second World War, have the numbers entering science become nearly equal to those in the other original Schools.

The small registration in the School did not disturb members of the teaching staff, because space and equipment for advanced courses were limited, because in small classes better and more individualized instruction could be given, and particularly because the opportunities for placement of women in science were few. Some graduates found positions in industrial and government laboratories in chemistry and in bacteriology; a few decided that teaching was not too bad after all, particularly in college positions; and some of the best students went to graduate work elsewhere. The staff of the School did not adopt the policy, prevalent in many colleges, of employing graduate students as part-time laboratory assistants, thus building up a graduate department. We believed that the most valuable part of the instruction in the large elementary courses was that given in the laboratory, and that it should not be left to inexperienced graduate students. Moreover, a graduate student should have the stimulus of the contacts obtained in a large university, which an institution such as Simmons could not offer.

During the First World War, college students throughout the country turned to the sciences, particularly chemistry, in large numbers, and this trend held at Simmons College also. The class which graduated from the School of Science in 1919 was more than twice as large as any preceding it, and the classes which followed were all bigger than those before the war. It would have been difficult to find positions for these graduates but for the rapid growth of a new field for women with a scientific training, namely that of the hospital laboratory technician. The program in science at Simmons College was particularly well adapted for preparing students for this work. The special techniques of urine and blood analyses, for example, were but the application of the fundamentals which they had already acquired, and instruction in diagnostic bacteriology was already being given. Unlike the hospital nurses who were taught these procedures as rules of thumb, the Simmons graduates understood the basis of what they were doing, and after some experience, were given responsible positions in charge of hospital laboratories. For more than twenty years, fully half of the graduates of the School of Science went into this type of work.

In addition to the regular four-year program, a special program for training technicians was established in 1923 under the direction of Professor Hilliard. It was open to graduates of other colleges who had taken the requisite courses in chemistry and in bacteriology, and it consisted of practical instruction given at the Faulkner Hospital, the Boston Dispensary, and two of the laboratories of the Massachusetts Department of Public Health.

The first Director of the School of Science was Prof. Theodore Hough, head of the department of biology, who was succeeded by Prof. James F. Norris of the department of chemistry in 1907. He was followed in turn, both as Director of the School and as senior professor of chemistry, by the writer in 1915. When Professor Hough resigned, the department of biology was placed in charge of Prof. Percy G. Stiles, who administered it until 1914, since which time the department has been under the direction of Prof. Curtis M. Hilliard.

A laboratory course in physics was given for the first time in 1904 under Dr. Harrison H. Brown, who was in charge of this department for two years. Prof. Leslie L. Campbell succeeded him and directed the work in physics as well as in mathematics

until he retired in 1931, whereupon Dr. James M. Hyatt was appointed Professor of physics.

During 1918 both Professor Hilliard and I were in the army, so Prof. Gorham W. Harris took charge of the School of Science for a year.

The progress of the Science School during the thirty years covered in this account was one of slow evolution. Some of the specialized courses were consolidated with the more generalized ones, technical instruction in hospital laboratory methods was added when the demand for it arose, and the order of courses in the curriculum was arranged and rearranged several times. The long list of responsible positions held by Science graduates is a record of the service of the School to the community. The prediction of President Lefavour, "In time, I venture to think, it (the School of General Science) would prove an important part of the College" has been fulfilled.

THE SCHOOL FOR SOCIAL WORKERS

The direction and case work in philanthropic undertakings and charities were chiefly carried on, up to about 1900, by unpaid volunteers and by social workers who had received their training by the apprentice method. Only two independent schools for social workers existed, one in New York and one in Chicago. The need of a broad course of study, which could best be carried on in connection with an established educational institution, was well recognized, and the Corporation saw here an excellent opportunity to fulfill the purpose of the College by maintaining such a school. The following excerpt from the annual report of President Lefavour for 1916 gives a brief outline of how this School was started:

"In 1904 when the College was considering the establishment of a department for the training of social workers, a number of representatives of the philanthropic agencies of the city suggested the desirability of having such a school open to men as well as to women, and certain contributions were offered to Harvard University if that institution would co-operate with Simmons College in maintaining the school. An agreement was thereupon entered into by the two institutions for the joint maintenance of the school, Harvard University to contribute such gifts as were made to it for the purpose, in addition to the fees of any special students of the school that might register in the University, the remainder of the expense, above such contributions as might be secured from the public, to be borne by the College. All women students registered in the College and

paid their fees to the College. The affairs of the school were to be administered by a board composed of representatives of the two institutions, the director of the school and a number of representatives of the philanthropic interests of the city. The arrangement was made for a term of three years and was renewed three times.”

President Eliot of Harvard took an active interest in the School and attended regularly the meetings of the Board.

The School was fortunate at the time of its establishment in 1904 to secure as its Director, Jeffrey R. Brackett, Ph.D., who had been recognized for many years as unusually conspicuous for his wide knowledge of the problems of philanthropy, for his success as a lecturer in Johns Hopkins University, his ability as an administrator as president of the board of charities in the city of Baltimore, and for his especial interest in practical instruction in the methods of philanthropic work. To correlate the work of the School with that of the charitable agencies in Boston, an Assistant Director was appointed — Miss Zilpha D. Smith, long connected with the Associated Charities of Boston, and distinguished for her success in training assistants for the work of that society.

Dr. Brackett and Miss Smith gave instruction in the general basic courses, and a large number of lecturers dealt with the specialized branches in which they were outstanding authorities. A four-year program for women, leading to a bachelor's degree, was announced, which consisted of three years in any one of the other Schools of Simmons College and a final year of technical work at the School. It was not until 1914 that a definite list of studies, which included a general introductory course on philanthropic problems, was prescribed for the three years at the College. The number of students taking this program was small, only six degrees being granted up to 1913, and seldom more than ten a year during the next decade. Most of the students of the School came for the one-year technical program or for special courses. During the twelve years in which the School was under the joint auspices of Simmons and Harvard, over five hundred women were registered but fewer than a dozen men.

The Russell Sage Foundation made a grant of \$7,500 to the School in 1907 for the maintenance of certain lines of research. None of this money, however, could be applied to the expenses of the regular classes, but a considerable portion of it was used to support a number of scholarships and fellowships. The next year

the grant was increased to \$10,000, and the Foundation continued its support with varying amounts of money for a number of years thereafter. By 1912 the work thus supported had become so well organized that it was announced as a definite second-year program leading, for properly qualified students, to the degree of Master of Science, and for others, to a certificate.

This year, 1912, marked two other important advances in the growth of the School — the expansion into new quarters and the acquisition of a valuable library. Rooms at 9 Hamilton Place, the original location of the School, had become quite inadequate for the increasing numbers of students, and thus the removal to 18 Somerset Street was a great relief. This building was a large remodeled dwelling house, formerly owned and occupied by the New England Historic Genealogical Society. It afforded ample space to house the valuable and unique collection of books and pamphlets relating to various philanthropic activities, which had been offered by the Boston Children's Aid Society for the use of the School and for social workers in general. The library, however, was not an outright gift, for it was stipulated that it should be managed by a council, appointed jointly by the College and by the Society, and the expenses connected with its maintenance were met from a special fund for that purpose.

Harvard University gave due notice that it would withdraw its connection with the School on July 1, 1916, whereupon the Simmons Corporation undertook the responsibility of carrying it on alone. Actually this change made very little practical difference, because Harvard had taken no very active interest in the institution for some time and because the Corporation left the supervision of the School, the arrangement of its courses, and the preparation of its budget in the hands of an Administrative Board, most of whom had been members of the previous joint board. All of the expenses of the School were not covered by the tuition fees, but the deficiency was partly met by generous yearly contributions in addition to the private gifts in support of the library. At the time of this reorganization a change occurred in title from The School for Social Workers to that of The School of Social Work.

At the close of sixteen years of service, Dr. Brackett retired in June, 1920. In accepting his resignation the Corporation adopted a minute of appreciation from which the following quotation is

taken: "He has been a pioneer in the task of establishing methods of training social workers, he has organized the first full-time school for this profession, and has succeeded in spite of many restrictions and limited means in developing a school which has had an influence far more than local in its extent and which has contributed largely in meeting a great need in our social welfare."

As successor to Dr. Brackett the College appointed Dr. Stuart A. Queen, who the previous year had been Associate Professor of Constructive Philanthropy in Goucher College and Educational Director of the Potomac Division of the American Red Cross. Dr. Queen acted as Director for two years, resigning his position to accept a professorship in the University of Kansas. President Lefavour wrote of him, "He gave us two years of faithful service, in which much was accomplished in strengthening the organization of the School and enriching its instruction," but the truth was that Dr. Queen had been called upon to fill a position and meet a situation most difficult for a non-Bostonian, and particularly so for a young man such as he was at this time. For many years the management of local charitable organizations had been chiefly in the hands of a circle of philanthropic workers recruited largely from Boston's conservative aristocracy. Dr. Brackett had understood and co-operated with this group, for socially he was one of them, and, moreover, he was possessed of charm and tact. A newcomer from the outside doubtless could see where improvements might be made in some of the interlocking societies, but abrupt changes suggested by one who did not, indeed could not, absorb all the subtleties of old Boston would meet with cold response. Dr. Queen's staff, moreover, was accustomed to the old order, and he failed to gain their complete support. Downright forceful and able as Dr. Queen was, he yet seemed to be "a young man in a hurry." His acceptance of the professorship in Kansas was a happy solution to the situation.

During the final troubled year of Dr. Queen's Directorship, questions having arisen as to the independent authority of the Administrative Board of the School, it seemed best to the Corporation to reorganize the Board as a purely advisory committee. The College was very fortunate to secure the services of Mrs. Eva Whiting White to guide the affairs of the School during the difficulties of reorganization the following year. Mrs. White, one of

the first graduates of the School, was the Director of the Elizabeth Peabody House and also of the Community Service of Boston. Both institutions courteously consented to allow her to give as much time as might be needed to the supervision of the School. Mrs. Bertha V. Hartzell, the Librarian of the Social Service Library, was appointed also Dean of the School to look after the details of administration. In this position Mrs. Hartzell was succeeded the next year by Miss Margaret Withington, a graduate of the College, who was transferred from a position as instructor in the Library School.

During 1924-25 the requirements for graduation were definitely advanced by requiring two years of residence for those candidates for the master's degree who were college graduates and also for those candidates for certificates who had not had requisite preliminary courses or experience. The College was still under obligation, however, to grant a bachelor's degree for the completion of the one year of technical work which made up the final year of the four-year program in social work. To supervise the field work of the second-year requirement, Miss Katharine D. Hardwick was appointed Associate Director. She became Director of the School in 1929, when Mrs. White withdrew from that position to become President of the Women's Educational and Industrial Union. In later years the School has developed into a strictly graduate school.

THE SCHOOL OF PUBLIC HEALTH NURSING

As has been related in an earlier chapter, an attempt to establish a school of nursing in co-operation with the Harvard Medical School failed in the first years of the College. Except for the special half-year pre-nursing program, which appeared in the catalog under the School of Science, no further action in nursing education was taken until 1916. In that year the College received an anonymous gift of \$4,000 to pay the salary for two years of an assistant professor who should be in charge of a department of public health nursing. For several years previously the Instructive District Nursing Association had maintained classes for training public health nurses, in which Prof. Curtis M. Hilliard of Simmons College had taken part, and it also had sent its students for a part of the course to the Simmons School for Social Workers. Now with the financial support of the gift just mentioned, the

College in co-operation with the Association undertook the general direction of the program, which Miss Anne H. Strong was appointed to supervise. Although this appointment was made by the Corporation of Simmons College, the training course was not a part of the work of the College. No mention of the program was made in the catalog, nor did the name of Miss Strong appear there.

In 1919, however, the College established a School of Public Health Nursing, but it continued to be maintained jointly by the College and by the Association, and its finances were kept distinct from those of the rest of the College. The American Red Cross made a gift of \$7,875 for scholarships in 1919, of \$6,000 in each of the next two years, and again of \$5,000 in 1923, but none of this money was available for the support of the School. The tuition fees provided only about one-quarter enough to meet expenses, and the remainder had to be raised by donations. Even then there was a deficit which, by the end of 1922, exhausted the small surplus in the special fund, whereupon the Corporation voted to discontinue the School unless outside funds for its support could be obtained. Largely due to the efforts of Mrs. N. Penrose Hallowell, however, enough money was raised to continue for one more year. Meanwhile, application for assistance was made to the Rockefeller Foundation, but the appeal was not granted, and a request to the Trustees of the Commonwealth Fund that they take over the responsibility for the School was also declined. Again the Corporation voted to close the School unless funds were forthcoming, and this time the Instructive District Nursing Association, under its new name of the Community Health Association, came to the rescue with a subscription of \$5,500. An attempt was made to induce Harvard University to take over the School, but this plan having failed, the School continued a hand-to-mouth existence for several years. Encouraged by a most welcome gift of \$5,000 from Mrs. Chester C. Bolton of Cleveland, in 1925, the Corporation voted in 1928 to continue the undertaking even if contributions were too small for its entire support. Negotiations with Mr. Lucius N. Littauer, carried on during 1929-30, resulted in the gift of \$25,000 for the development of the School. By 1933 the support of the School had devolved almost entirely upon the general funds of the College, only \$550 having been given that year for current expenses. Then in 1933 a reorganiza-

tion took place, and the School of Public Health Nursing became absorbed into the new Simmons College School of Nursing.

When the School of Public Health Nursing was established in 1919, three programs were offered, and the administration of the pre-nursing course was transferred to this School. The first of these programs was one of five years, the first two years of which were occupied by the usual basic academic and scientific subjects; then followed two years of technical nursing training and practice at the Massachusetts General Hospital under the supervision of Miss Helen Wood, who later became Director of the Simmons College School of Nursing; and finally, the fifth year was devoted to special training in public health work. The average number of degrees granted for completion of this course was between five and six.

A one-year program, open to graduate nurses and to pupil nurses who had completed two years of training and who could also meet the admission requirements of the College, consisted of a half year of special courses in biology, nutrition, and social service, and a half year of field work. The field work was identical with that offered in the third program, which also was designed primarily for graduate nurses and which was supervised by the Instructive District Nursing Association.

When in 1919-1920 the College as a whole adopted the plan of dividing the year into three terms instead of semesters, these programs were slightly changed, and the field work was reduced to four months. At the same time two new programs in Industrial Nursing were announced, the second of which, open only to properly qualified college graduates, was offered in conjunction with the School of Industrial Hygiene at the Harvard Medical School, but was withdrawn after two years, since no students ever registered for it. The other program in this field, for which a college degree was not required, fared a little better and survived for six years, during which period four students received certificates one year, two students another year, but none the other four years.

Some of the courses in public health nursing and in field work were repeated in different terms; students in different programs took certain courses together; some courses were given by several outside lecturers; and some courses were scheduled for late afternoon hours after the regular work of the College had closed. As

Chairman of the Hour-Plan Committee, I was supposed to assign the hours and rooms for class meetings, but I must confess that I never did understand all the inter-relations of the program, and I was obliged to leave arrangements to the omniscient Director and her staff of assistants. All I remember is that groups of competent looking young women were to be seen at all hours up to five or six o'clock in the afternoon on their way to the office of the School of Public Health Nursing. These graduate nurses made up the greater part of the students registered in the School, nearly one hundred in each of the first two years receiving certificates for completion of the four-months' course in field work. The numbers diminished considerably in later years.

Miss Strong, the first Director of the School, was a most remarkable and able woman, to whose ability and personality the very existence of the School was largely due. Even at the time of assuming the Directorship she was in poor health and somewhat deaf, an affliction, however, which one almost immediately forgot upon meeting her. During her second year of office she was obliged to take a leave of absence, and upon her return, served only five years before her death in 1925. She was succeeded by Miss Marion M. Rice, who had been instructing in the department for four years. The School was most unfortunate in that Miss Rice in turn was obliged to take a leave of absence on account of poor health in 1931, a leave which was extended for several years thereafter. She never returned to assume her position. Miss Marjory Stimson, from Columbia University, carried on as Acting Director until the School was reorganized as the School of Nursing and Miss Helen Wood was placed in charge of it.

THE PRINCE SCHOOL OF EDUCATION FOR STORE SERVICE

It has been asked often why the School of Education for Store Service should have retained the name of Prince after it had become a part of Simmons College. To one who had ever known Mrs. Lucinda W. Prince it would seem inevitable that the name of so commanding a woman, who had initiated a new branch of education and who had carried her school successfully through many vicissitudes, should be continued even after the school had become part of a larger institution. Mrs. Prince was a dominant executive who was well qualified to gain the support of the important business men with whom she had much to do, and who was

ever-insistent on any action which she believed to be for the betterment of education for store service and for the advancement of her school.

In 1905 under the auspices of the Women's Educational and Industrial Union, Mrs. Prince established a school for the training of saleswomen. She won the co-operation of heads of large department stores, who sent employees to her classes and who, in some cases, contributed to the maintenance of the school. The success of this training soon created a call from other cities for teachers to conduct similar schools as well as to supervise the education in salesmanship in the stores. To meet this demand in 1911, the Union, in co-operation with Simmons College, established a program for preparing teachers of salesmanship as part of the School of Industrial Teaching. Although a few short courses were given by the College, the greater part of the instruction was conducted in connection with the school which was under Mrs. Prince's direction. While the direct training of saleswomen still continued, the emphasis of the School shifted to supplying teachers of salesmanship. With this wider objective, financial assistance was given to the School by the National Retail Dry Goods Association, which contributed the salary of the Director in consideration of the use of part of her time in supervising the educational activities of the Association. By 1915 the program was withdrawn from the School of Industrial Teaching and given the dignity of an independent school under the title of the School of Salesmanship, administered jointly by the Union and the College.

After three years of this arrangement the Union withdrew its support on account of the financial burden involved, and the College entered into an agreement for three years with certain leading dry goods stores of Boston by which they guaranteed \$5,000 a year toward the support of the School, the National Retail Dry Goods Association continuing to contribute the salary of the Director. The College became responsible for the administration of the School, but the contributors exercised a certain supervision over its affairs through a committee. With the new organization the School took a new name and a new home — The Prince School of Education for Store Service at 29 Temple Place. This was an excellent location in the middle of the retail district, and here the Prince School remained for two years. Then

it was moved to the corner of Beacon and Charles Streets where it remained until 1926.

When in 1918 the College assumed the complete responsibility for the School, the question arose as to the form of recognition to be granted to those who completed the course. Most of the students who entered the School already held a bachelor's degree from some other institution. The College agreed to grant to these students the degree of Bachelor of Science from Simmons College, thus giving them a second bachelor's degree, and to award certificates to the other students for their year of work. Mrs. Prince, however, was not satisfied with this arrangement, as she believed that the degree of Master of Science should be awarded to college graduates, since they would have completed a year of study beyond the accomplishment for which they had gained a bachelor's degree elsewhere. The committee on graduate instruction at the College, however, maintained that the course at the School was in a new field for these students, and, therefore, was not graduate work, the accomplishment of which was implied when a master's degree was granted. After the controversy had gone on for two years, Mrs. Prince succeeded in making an affiliation in 1920 with the School of Education of Harvard University, in accordance with which that School would supervise the work of the Prince School and accept candidates for the master's degree. This matter of degrees was not the only reason why Mrs. Prince turned to Harvard, for she expected to gain thereby other advantages including the prestige of the name of that University. But the agreement which had been made jointly by Mrs. Prince, Simmons College and the merchants who contributed to the support of the School had yet one more year to run. Therefore, the students of the School registered at Simmons for this final year, and Simmons consented to grant degrees as recommended to the Faculty by the School acting under the supervision of Harvard. Ten master's degrees and forty-eight bachelor's degrees were granted. The next year all relations between the Prince School and the College were severed.

Two years of the new affiliation had not been completed, however, before it was evident that the purposes and methods of the Prince School were not wholly consistent with the policy of the Harvard Graduate School of Education, and also that certain limitations of the arrangement embarrassed the Prince School in

carrying on its work. Overtures were made to Simmons College, therefore, to take over the School again. The proposed relation was to be that of entire control by the College instead of the former rather vague affiliation. The Corporation agreed to continue the work of the School as a graduate department under the supervision of the Dean of the newly created graduate division of the College so long as adequate financial support was assured. To meet this latter provision, a committee of the National Retail Dry Goods Association and of the contributing Boston merchants, which remained an advisory committee of the School, undertook to obtain the necessary financial assurance.

Upon giving to the School the status of a graduate school, it was also provided that admission should be limited for the most part to graduates of colleges, who should become candidates for the master's degree upon completion of the course and submission of an acceptable thesis. At the end of the first year under this plan, thirty-five master's degrees and no bachelor's degrees were awarded.

As a member of the Committee on Graduate Degrees for several years, I examined the theses which were submitted to the Committee for approval. The examination was rather perfunctory, since I, like the other members of the Committee, was ignorant of the subject matter. Yet we still felt dissatisfied, as we had felt years before, with the requirements for the higher degree. In 1925 the requirements were raised by demanding of the candidate that she obtain a grade of "A" or "B" in all her work. Those who completed the course, but with lower grades, were awarded only a bachelor's degree. What with this higher standard, and the reluctance of students to prepare a thesis, in the first year under the new regulations, fewer than half the class took the higher degree, and in succeeding years, the numbers became smaller and smaller.

In 1926 the College bought for the School the fine, old mansion, 19 Allston Street, on the back of Beacon Hill. The house was remodeled and became the permanent home of the School. During 1929-30 the financial contributors to the School raised a permanent endowment fund of \$300,000, and a formal set of articles was agreed to between them and the College, whereby the income from this fund was guaranteed to the support of the College in lieu of the annual contribution. One item of this agree-

ment was that the College should continue to recognize in its publications the title "The Prince School of Store Service Education." The year 1933, the end of the period covered in this history of the College, thus saw the School established on a firm foundation, which became further strengthened by the bequest of Mrs. Prince, who died in 1935.

THE SCHOOL OF LANDSCAPE ARCHITECTURE

During the prosperous era of the 1920's the attendance at colleges greatly increased, and many vocational institutions, like business schools and training schools for physical education and for kindergarten teaching, sought to extend their programs with a view to becoming colleges and granting degrees. These schools not only had felt the competition for students by the academic colleges, many of which were adding vocational programs to their curricula, but they also had found that many employers were giving preference to college graduates as candidates for positions. Since most of these vocational schools could not afford to support the academic departments necessary in connection with instruction at the college level, they tried to attain their purpose by affiliation with some existing college, making arrangements by which the college would accept the work at the school toward meeting the requirements for the degree.

The Lowthorpe School of Landscape Architecture, located at Groton, Massachusetts, made such an agreement with Simmons College in 1928, largely at the instigation of Mrs. Stephen Davol, who was a director of the School and also a member of the Simmons Corporation. Under this plan a student spent two years at the College in academic work and in courses in the history of architecture and in mechanical drawing, the following summer and the whole of the third year at the School in Groton, and the final year at the College on intensive work in professional subjects. A one-year program leading to a master's degree for students who already held a bachelor's degree in this field was announced also. The Simmons School of Landscape Architecture thus was established, and Mr. Robert S. Sturtevant, Director of the Lowthorpe School, became also Director of the School in Simmons College.

The most desirable room in the East Wing, which was at this time under construction, was assigned to the new School and was

equipped with drafting tables and filing cabinets. The number of students registered in the School was small. Only ten bachelor's degrees and no master's degrees were awarded during the first five years.

In 1932 Mr. Sturtevant resigned and was succeeded by Miss Anne Baker who had been a practicing landscape architect in New York. The registration remained disappointingly small, and contrary to expectation, the vocation for which this program gave preparation, like that of horticulture in which a course had been offered and had failed twenty-five years before, did not attract young women. For this reason, and also because of the remoteness of the Lowthorpe School from the College, the affiliation was dissolved by mutual consent, and the Simmons School of Landscape Architecture accepted no new students after 1934.

THE SCHOOL OF PHYSICAL EDUCATION

An account of the unproductive negotiations with the Boston Normal School of Gymnastics during 1905-06, with a view to establishing a School of Physical Education, has been given in Chapter IV. Now nearly a quarter of a century later, in 1929, again a proposal to venture into the field of physical education was made to the Corporation. The Trustees of the Boston School of Physical Education, who had an excellent building on South Huntington Avenue, offered to transfer the School to the College if the College would assume its liabilities. Although the possibility of establishing such a department had been in the minds of the Corporation for some time, they felt that it would be unwise to maintain a school at such a distance from the college buildings, where much of the instruction must be conducted in the science laboratories, and that it would be better to postpone the introduction of such a program until the College should be able to erect a suitable gymnasium on its own grounds.

Later a plan was proposed by which the Bouvé School, Inc., of which Miss Marjorie Bouvé, a former officer of the Boston School, was the Director, should be merged with the Boston School, and the new school should enter into an agreement with the College whereby its students might under certain conditions obtain the degree of the College. This plan was put into operation in the autumn of 1931. The regular curriculum of the Bouvé-Boston School occupied three years and included basic courses in Eng-

lish, the social sciences, chemistry or physics and biology, which were equivalent to similar courses offered by the College. Indeed the courses in science were given by Simmons instructors in the college laboratories, for which service the School paid the College. Students who desired a Simmons degree, who could meet the admission requirements of the College, and who made a satisfactory record in their first two years at the School might divide their final work at the School between the third year and a fourth year, and become registered also at Simmons during these years. To qualify for the degree, these students must complete during this period the equivalent of one full year of work in regular courses given at the College by the departments of English, History, Economics, Psychology and Education. The Faculty agreed to this plan but with some misgivings. The first group under this arrangement consisted of four excellent students who were awarded degrees in 1933. Although the subsequent history of the connection of the School and the College does not come within the period covered by this account, it may be stated that later the affiliation became less satisfactory and was finally terminated in 1942.

THE GRADUATE DIVISION

From the first, Simmons College has attracted a number of graduates of other institutions. Fourteen graduate students, 12 per cent of the total registration, were enrolled in 1902, half of whom came to take the special one-year program of technical work given in the Secretarial School. The Library School also offered a definite one-year program open only to college graduates, beginning in 1904; and the School of Household Economics announced that graduates of other colleges would be admitted to take such technical courses as they were prepared for. A definite program was not arranged in this School until 1911. It involved two years of work instead of one, because much of the technical work demanded prerequisites in science, which most candidates could not meet upon entrance.

None of these programs consisted of graduate work in the sense that the courses involved were of advanced character, based on previous basic work in their respective fields. The award of the degree of Bachelor of Science for the completion of any one of the programs, therefore, seemed to be more appropriate than that of

the master's degree, even though the recipient already held the former from another college. How this principle was violated in the case of the Prince School has been recounted in the section on the history of that School.

In 1922 the number of graduates of other colleges enrolled at Simmons had increased to ninety-three. Their interests and problems differed from those of the regular four-year students, and it therefore seemed desirable to recognize these differences by the formation of a Graduate Division. Prof. Robert M. Gay was appointed Dean of the Division to have charge of matters pertaining to graduate degrees and to the supervision of the welfare of the students under his care. As these students did not join in any of the undergraduate activities, Dean Gay organized a Graduate Club which held meetings once a month and enjoyed addresses by interesting speakers, followed by a social hour. A house in the Francis Street group of dormitories was assigned to the exclusive use of graduate students who were in residence at the College. Later, when the connecting houses on Peterborough Street were no longer used for undergraduates, this building became an ample dormitory for the graduates and provided an excellent place for meetings of the Club. When the use of the Peterborough Street houses was finally discontinued in 1932, most of the resident graduate students were lodged on the main campus in Brookline House and in Longwood House.

On the academic side, the Committee on Graduate Students became one of the standing committees of the Faculty in 1912 and still so remains. When the Graduate Division was formed, the Dean of the Division became Chairman of this Committee. Perhaps a more appropriate title for it would have been the "Committee on Graduate Credits and Degrees," because it concerned itself chiefly with evaluation of credits for candidates for the master's degrees, with examination of theses offered for that degree, and particularly with the requirements set up by the Schools in which the master's degree was conferred. Much of the controversy in regard to the Prince School, referred to elsewhere, was carried on through this Committee.

Although in general the students who took the college graduate programs did not receive quite as much technical training as did the regular four-year students, this deficiency was offset by their greater maturity and the additional year of college influence.

Members of this group were frequently among the first to get desirable positions upon finishing their courses, and many of them are among the most successful and distinguished Simmons graduates.

CHAPTER XVI

HEALTH AND PHYSICAL TRAINING

FORTY YEARS ago the medical care of students and health programs were not held to be the concern of the authorities of colleges to the extent that these matters are regarded at present. If a college provided a gymnasium, and in some cases required regular gymnastic exercise, which was then believed to be more important than at present, all obligations were considered to have been fulfilled.

The Corporation arranged at the opening of the College for the use of the gymnasium belonging to the Boston Normal School of Gymnastics which was located near Simmons Hall, and the attendance of all students twice a week was required. When the building on The Fenway came into use in 1904, this requirement was discontinued because of remoteness from the gymnasium. Although the Corporation had under consideration the need of a gymnasium and a possible affiliation with the Boston Normal School of Gymnastics, no provision for physical training was made until 1909, when a large room in the new West Wing of the Main Building was set aside to be used as a gymnasium, and shower baths were installed in the basement. Miss Florence S. Diall, a graduate of the Sargent Normal School of Gymnastics and formerly assistant in the gymnasium of Vassar College, was appointed to take charge of the work in physical training. She organized class work in gymnastics which was required of all first-year students. A physical examination of students preceded the beginning of classes, and another set of measurements were made at the end of the year. The President notes in several of his annual reports that these measurements showed a decided improvement in the physical condition of most of the students during the year.

When in 1910 the grounds back of the Main Building were enclosed by a high board fence, outdoor sports were made possible, and the annual competitions held in the late spring became a prominent feature of student activities. Tennis was fostered by constructing courts in the back yard and on Brookline Avenue,

where tennis tournaments were held in the spring and fall. During the winter basketball was played in the gymnasium. A few years after the additional tract back of the College had been acquired in 1912, the fence was moved back to the present boundary, and the land was roughly graded. A hockey field, such as it was, was laid out, and hockey became an important part of the athletic program. It was not until 1930 that the ground was leveled, seeded, and a first-class field provided.

Candidates for admission to the College were required to submit health certificates from their family physicians, but in most cases these statements were very general and perfunctory. In 1919 a detailed form was provided for the physician to fill out, which the Director of Physical Training found of value in her treatment of individual students. But even these reports were often far from satisfactory, and in 1924, after a special committee of the Corporation had made a study of the health situation, it was suggested that all incoming students should be examined by competent physicians at the College. No action, however, was taken at this time. Two years later the Committee on Student Welfare made a report to the Corporation about the health of the students, and in June, 1927, that body voted to institute medical examination at the College in the fall of 1928. Nevertheless, when the time came, the plan was not carried out. This failure was probably due to the fact that Dr. Florence L. Meredith, who had been appointed as Lecturer on Social Hygiene to succeed Dr. Evangeline W. Young, was in the midst of preparing a report recommending an elaborate health program. This plan included the employment of a full-time physician at the College and embodied many other features so ambitious that it overshot its mark, with the result that no action at all was taken in regard to the matter. In 1932, however, Dr. Hortensia F. Robinson was appointed Medical Consultant, and a small office in the basement of the East Wing was assigned to her use, where she was in attendance one day a week. From this modest beginning has developed slowly the present plan for the systematic medical oversight and care of all Simmons students.

The first serious epidemic to strike the College was one of scarlet fever in the spring of 1910. One of the houses on Peterborough Street was used for quarantine quarters, and one of the Brookline Avenue houses was made ready to receive patients, a

preparation which fortunately proved to be unnecessary. The source of infection was traced to the milk, although it was obtained from a most reliable contractor.

A widespread epidemic of poliomyelitis in the summer of 1916 prevailed so disastrously that the public became thoroughly alarmed, and many schools and colleges postponed opening in the fall. At Simmons each student, before entering, was obliged to submit a certificate showing that she was in her usual good health and that she had not knowingly been exposed to contagion from this disease. Notwithstanding this precaution, a case developed in the Brookline Avenue dormitories on October 9. The students residing in this group were required to notify their families of the occurrence and to return to their homes, so far as it was practicable. None of them was allowed to attend college exercises for a period of two weeks. The patient was removed to a hospital and happily made a complete recovery. Meanwhile the remaining students in College were warned to be especially on their guard against premonitory symptoms, and those who desired to withdraw for a period of two weeks were allowed to do so. Few students, however, availed themselves of this permission, and no further evidence of the disease developed.

The most severe epidemic which the College has suffered was that of influenza in 1918. The following account of it is taken from a report made by President Lefavour:

"The epidemic of influenza in September and October seriously affected the College. Cases appeared before the opening of the college year, and from September 26 to October 21 the College was closed, the lost time being partly compensated for by an abridgment of the vacations and the prolongation of the college year. The cottage known as the Bellevue House was used as a hospital and afterwards one of the houses on Peterborough Street was similarly used. In all forty-five students and six servants were cared for in the hospitals. Forty-five other cases occurred among dormitory students at their homes and thirty-nine were reported from among the day students. Only a small number of cases of pneumonia developed, but of these two were fatal. As was everywhere the case, the dearth of physicians and nurses made the problem a very difficult one."

No other serious epidemics occurred during the first thirty years of the College. In general the health of the students was excellent, although improvement in many cases might have resulted had the College anticipated the modern view that the Government and organizations are responsible for the welfare and health of individuals.

CHAPTER XVII

UNDERGRADUATE LIFE

A COLLEGE undergraduate lives in a world apart, a world with its miniature problems of government and politics, with its social distinctions, its clubs, its traditions, and its competitions for leadership and honors. The citizens of this microcosm are at the age when they take themselves most seriously. They regard their affairs as of great consequence, and they feel more self-important than they ever will again. Absorption in the college life is more complete in the case of students "in residence," who spend all their time in one another's company, than it is with students who live at home. Consequently, at Simmons College, where the two groups are nearly equal in numbers, the dormitory students take a much more active part in college activities than do the day students. Nevertheless, many day students have held prominent offices, and the student organizations have constantly tried to induce non-residents to concern themselves with college affairs.

Sororities have never been established at Simmons, but many clubs and associations have flourished, based on membership in the different Schools, on religious affiliations, and on common interests, in music, dramatics, writing, debating, and athletics. Students whose homes were outside Massachusetts formed State Clubs which had a precarious existence but were finally discontinued in 1925. Academic scholarship was honored and fostered by membership in *Academy*. All of these organizations, however, were minor in importance to that of the Student Government Association and its predecessor, the Student Guild.

Student Government. Toward the close of the first year of the College, the Student Guild was formed, but it did not become really active until the next fall. All students were members automatically and were divided into chapters of twenty-five each. There were no membership dues, the expenses of the organization being met by the proceeds of candy sales and similar undertakings. The aim of the Guild was "to promote the spirit of mutual helpfulness and service among the students of the Col-

lege." Like many girls' clubs at this time, the Guild undertook also the support of a destitute child, who was put in a home at Greenwich, Massachusetts. Contributions to this cause were continued for four years. The work of the Guild was carried on by various committees, and general oversight of activities was vested in an executive council. Agitation in favor of an honor system at examinations started at once, and this subject remained one of the chief concerns of the Guild and of its successor for the next thirty years.

The Women's Intercollegiate Association for Student Government was founded in 1906, and the very next year the Simmons Guild was admitted to membership. Delegates were sent to the annual meetings of the Association where they took an active part in the proceedings. They doubtless returned full of enthusiasm and brought back with them ideas for extending their part in regulating student life. A "Committee on Student Conduct" was established by the Guild, and the "Council on Dormitory Government" was instituted. The students had little real authority, but they gained a valuable part of their education from their sense of responsibility for maintaining high standards by formulating rules about conduct in classrooms and in the dormitories.

With the growth of the College numerous clubs and other organizations sprang up, and they wished recognition by the Guild. The Guild, therefore, was reorganized in 1912, and the chapters were discontinued. Government was vested in the Guild Council, composed of the president and vice-president of each class, representatives of the group of college graduates and of the unclassified students, the chairman of the Committee on Student Conduct, and the president of the Dormitory Government Council, of the Athletic Association, of the Musical Association, and of the Y.W.C.A. The president of the senior class was chairman of the Council. The most noteworthy innovations of the Council were the requirement that a certain standard of grades in college courses should be maintained in order to hold office in any organization, and the publication of "Persimmons," a magazine for student contributors.

The autumn of 1915 brought another change in organization, whereby the President of the Guild was chosen by a general election, in which all students took part. Thereafter, the holding of this office was considered the most distinguished of all under-

graduate honors. In this year also, for the first time, the Faculty was represented in the Guild by the formation of the Advisory Board, consisting of the Council and three members of the Faculty. The name "Student Government Association" was substituted for that of "Student Guild" in 1915. The Council, if not the student body as a whole, took the responsibility for student government with a sense of grave and serious importance. They were chiefly concerned, in their frequent meetings, with the problems of the "Honor System" and with the regulations of dormitory rules. They were much concerned, also, in fostering student activities, particularly in the direction of dramatics, musical organizations, and student publications. In 1917 the "Press Board" was established, and in 1918 a new and very full set of regulations concerning student conduct was adopted in conjunction with the formation of the "Dormitory Government Association."

Student Government in 1923 had progressed far in the twenty years since the foundation of the Guild. The evolution had been due to allowing students to participate more and more in formulating rules of student conduct and of dormitory regulation, but the changes had been gradual, and what authority the Student Government Association exercised was based upon agreement with the Dean in each case, rather than upon grant from the Corporation or the Faculty. No sharp limits of jurisdiction existed. For example, the Council might settle the date upon which a formal dance was to be held, but the choice of the hall must have the approval of the Dean. Recently a graduate of this period said that her chief recollection of the activities of the Council, of which she was a member, was of the controversies with the Administration in attempts to extend student authority.

The Association had gained also by this time general control over all student organizations and activities. A new constitution, adopted in 1923, stated, "The Council shall examine the constitutions of the existing organizations of the College, and, if necessary, shall cause them to be amended, and no further amendment of any constitution and no extension of the activities of any organization shall be valid without the consent of the Council. No new organization shall be formed without a charter from the Council." It was further provided that all organizations must submit a budget at the beginning of the year for approval

and an audit of their accounts at the end of the year to the Treasurer of the Association.

Under the organization of 1923 the former Dormitory Government Council was superseded by the Dormitory Committee of the Association, and the Judicial Board was created to investigate alleged cases of dishonesty, formerly the duty of the Honor Board, and to pass upon infringements of the dormitory rules. The chairmanship of the Judicial Board was an elective office and was held to be next in importance to that of the presidency of the Association itself. To prevent an individual's holding too many offices at once, the "Point System" was introduced. Offices in all organizations were weighted in accordance with their importance in the eyes of the students. To the presidency of the Association was given the highest value, ten points. Ten points was also the maximum total which any student was allowed to hold.

No significant changes in organization took place during the next ten years. The activities and the initiative of the Association varied from year to year under the guidance of more or less forceful presidents, the problems of the Honor System were given much attention by the Council, and the dormitory rules became somewhat less restrictive in conformity with the times. Student government unquestionably had great educational value for those who took an active part in it, and doubtless exerted an influence on the main body of students, who unconsciously were affected by the high standards of honor and of self-reliance which the Association maintained at Simmons College.

Since the chief concern of the Association for many years was the establishment and maintenance of the Honor System, the history of its development may be given here in some detail.

The Honor System was practically a set of rules and procedures under which the students undertook to prevent and detect dishonesty in college work. The desirability of an Honor System for Simmons College and the details of such a system have been matters of debate from time to time during much of the history of the College. Those opposed to the principle of the Honor System have argued that the reliability of the scholastic records, to which instructors must certify, is the responsibility of the instructors, that they should not delegate that responsibility to a body of immature and inexperienced students, nor should they burden them with this duty. Those who favor the system main-

tain that it is the most efficient method of assuring honesty and of discovering infringement of it. Their chief contention, however, is that the purpose of the College is not alone to provide formal instruction but also to educate the individual to high standards of character and to appreciation of social responsibility through organized self-government. They believe that the Honor System affords an excellent means to provide this education. The various plans which have been adopted have been the result of compromise between these points of view.

In the first year of the College agitation was started for the discontinuance of proctors at examinations. The Faculty agreed to try out the plan of conducting the final examination of June, 1906, without proctors but with the statement to students that they would be put upon their honor not to cheat. During the next two years a set of rules, written in the form of a constitution, were evolved, under which it was required that every piece of written work, including examinations, must be accompanied by a signed statement as follows: "I have neither given nor received aid." A committee of the Guild was established to investigate charges of dishonesty presented to it and to report its finding of fact to the Faculty. In case any apparent dishonesty came to the notice of an instructor or of a student, it became his duty to report the matter to the committee. Provision was made also for explanation of the Honor System to new students. Since a large fraction of the personnel of the student body changed from year to year, the Faculty required that a general student ballot be taken each fall on the acceptance or rejection of the system. Many students objected to the provision which compelled them to report cases of apparent dishonesty of their classmates. The affirmative vote for the system steadily diminished from year to year because of student indifference and reluctance to report cases of dishonesty.

The situation became so unsatisfactory by 1911 that an entirely different plan was adopted. Instead of having uniform procedure, the students in each course separately voted as to whether or not they wished to "assume the responsibility for the honest conduct of the work of the course." The definition of responsibility included agreement to report apparent cases of dishonesty. Exemption from proctorial supervision at examinations was granted in those courses where the vote was 100 per

cent affirmative. Since by this last proviso a single member of a course possessed a veto power, many classes were not exempted. Moreover, freshman courses were not included in the plan. Thus a large number of courses were proctored while others were not. In an attempt to increase the number of courses on the honor system, an affirmative vote of 90 per cent instead of 100 per cent was agreed to, but notwithstanding this change, many courses remained on the proctorial system.

The next modification in 1919 was to put three questions on the ballot submitted to the members of a course: (1) "Do you desire the class to assume responsibility . . . ?" (2) "Will you do your part . . . ?" (3) "Will you report . . . ?" An affirmative vote of 80 per cent on the first question and 20 per cent on the third question would place the course on the Honor System. At first, under this arrangement, the necessary 20 per cent who would agree to report were found in most courses, but soon more and more courses failed to qualify, even though a more indirect wording of the crucial question, "Will you report . . . ?" was adopted.

The initiative in all these attempts to maintain the Honor System came from the Student Government Council, and as each change was submitted to the Faculty for its acquiescence, long and heated debates arose in that body. At last in January, 1930, the Council proposed that action by courses be abandoned and that a universal Honor System without individual pledges be adopted. This plan the Faculty would not agree to. When, a year later, a similar proposition was again presented to the Faculty, so many of its members were dissatisfied with the situation that a motion to give up the whole Honor System, to require proctorial supervision of all examinations, and to act directly without reference to a student committee on cases of alleged dishonesty, was nearly carried. With the loss of this motion, the Faculty swung to the other extreme and voted that individual pledges should be discontinued, that an emphatic statement should be made to the students and should be printed on the certificate of admission to the effect that all students admitted to Simmons College are placed on their honor to perform honestly the duties assigned to them, and that complete responsibility for the maintenance of honesty be placed in the hands of a student committee. The Faculty retained for itself only the right to determine and impose

penalties upon receiving a report of findings of fact from the committee. This plan was presented for ratification to a popular vote of the whole student body, but so great was the general indifference to the matter that a large percentage of the students failed to vote. Thereupon the Student Government Council instituted a campaign to arouse public interest in the question, and a second ballot was taken in which 97 per cent of the students participated with an affirmative vote by 90 per cent of them. This solution of the problem of the Honor System was therefore put into operation in 1931-32 and with a few minor changes in the procedure of the committee, it has been in effect ever since.

The Academy was the outgrowth of a belief among certain instructors in the academic departments of the College and among some members of the Corporation that student interest in the cultural side of education should be fostered in addition to professional training. The purpose of the Academy, as stated at its foundation in 1918, was "to recognize ability in scholarship in those courses of study which are of a liberal rather than of a technical character." Although a high standard of scholarship in academic subjects (50% *A*'s or 25 *A*'s and 65% *B*'s) was required for membership, Academy was not primarily an honor society, such as Phi Beta Kappa. President Lefavour, Miss Morse of the Corporation, and Professors Farley, Goodell, Varrell, and Bolton, who were responsible for the formation of the society, were made honorary members. Miss Helen F. Kimball, who was interested in college education for girls, donated \$500 for membership medals. These medals, hung on blue and gold ribbons about the neck, were worn at Commencement. After a time the membership became so large that not enough medals could be provided, but the ribbons alone continued to be worn and became the insignia of Academy.

The original sponsors of the society were connected with the departments of languages, of social sciences, and of fine arts, and they seemed to have regarded general elementary courses in mathematics, physics, chemistry and biology as not sufficiently "liberal" subjects to be recognized for admission to Academy. After a few years, however, a more modern definition of liberal education prevailed, and high grades in the basic courses in science were accepted toward qualification for membership. At the same time Academy became regarded more and more as an

honor society, and in December, 1928, a petition for the formation of a chapter of Phi Beta Kappa at Simmons was presented to the governing board of that society, with a view to substituting such a chapter for Academy. A discouraging reply to the application was received, and the plan was dropped.

The number of members from each class averaged twelve during the first ten years, which was about five per cent of the class. When, in 1927, the Faculty adopted the system of expressing quality of work by a number based on average weighted grades, the requirement for admission to Academy was placed at 3.3, a figure which meant an average somewhat above *B*. Either this new standard was lower than the original one or the classes subsequent to 1927 were much brighter than their predecessors, for the percentage of Academy members rose to 8.4 and remained at about this figure through 1933. The actual active members at any one time included two classes, since many students became eligible in their junior year.

Several social evening meetings of the society were held each year, to which some members of the Faculty were frequently invited. These meetings were of a dignified nature, usually centered about some speaker for the evening, and were in marked contrast to the frivolous entertainments of some of the other clubs.

Nevertheless, the original purpose of Academy was lost sight of to a considerable extent, although the recognition of high standing in non-technical subjects only was retained. As membership became regarded more and more as the reward of high scholarship, the injustice of ignoring proficiency in technical work was constantly urged. Yet those who had become members under the restricted requirements appear not to have favored opening the doors of eligibility more widely, so no change was made. Academy certainly had a stimulating influence in encouraging high scholarship. It is doubtful, however, if in the very rigid professional programs it influenced greater election of cultural courses.

Religious Clubs. The Y.W.C.A. was the oldest and usually the most active of organizations devoted to spiritual, social and educational purposes. Many of its prominent members were associated with the Silver Bay Club. Of more specialized religious character were the Newman Club, the Menorah Society, the Unitarian Club, and the Christian Science Club.

Technical School Clubs. The first of these to be organized was the Ellen Richards Club, formed by the students of the School of Science in 1920. In addition to serious monthly afternoon meetings, the Club held an annual picnic at which the instructors in the departments of science were guests. All students in the School became members, being initiated in their sophomore year with the usual kind of undergraduate stunts.

Four years after the formation of the Ellen Richards Club, the Household Economics Club was founded. Its activities were chiefly social, but its underlying purpose was to make its members conscious that they were to become part of an organized professional group of women. To this end they frequently sent a delegate to the annual meeting of the National Home Economics Association. To meet the expenses of the delegate, the club held food sales and undertook the mending of clothing for small fees.

The Seniors, Juniors, and College Graduate Group in the Library School formed a professional club, the O20 Club, in 1932, and since that time similar clubs have come into existence in the Secretarial and Nursing Schools. Students at the School of Social Work and at the Prince School, being isolated and homogeneous groups, have maintained organization at their respective schools for many years.

Musical and Dramatic Associations. To serve in connection with the religious exercises of the College, a choir was formed in the first year. By 1908 a Glee Club and a Mandolin Club existed, and in 1913 these three organizations united to form the Musical Association. The Glee Club gave formal concerts, usually in March, and led the delightful "Step-Singing" on the steps of the Refectory Colonnade on many warm evenings of late spring. The club also gave a concert as part of the Class Day program. The members naturally formed the nucleus of the choir which took part in the exercises of Commencement, Founder's Day, and the Assemblies.

Dramatics received little encouragement in the early years of the College, yet the Class of 1913 inaugurated the custom of giving a Senior Play. Three years later the Dramatic Association was formed, and in spite of many handicaps, put on several plays each year. Most of these plays were performed in the Dining Hall, where a stage was erected of loose and rattling boards

supported on trestles. Occasionally Whitney Hall at Coolidge Corner was rented for staging an unusually ambitious production. Through the years the performances improved in quality, with better costumes, better scenery, and especially with better coaching. For a considerable period of years short plays were presented in class competitions, when frequently the judges gave their decisions in favor of the current Freshmen. In addition to the activities of the Dramatic Club, the annual "Mic Show," first recorded as of 1921, was offered to raise money for the *Microcosm*. Also mention should be made of the Faculty plays, of which there have been some five or six, wherein I, for one, greatly enjoyed strutting upon the stage.

The Simmons Athletic Association dates from 1911, although a tennis club existed in 1908, and organized sports had been carried on since 1910. Track Day was an outstanding date in the undergraduate calendar, and the *Microcosm* gave more space to photographs of the athletic teams than to the records of any other organization. Intercollegiate competitions were not a part of the athletic program of the College.

Other Clubs, so numerous that all cannot be mentioned, have come and many have gone. State Clubs started in 1913 with the formation of five of them. In 1924 the number had increased to thirteen, but thereafter they were all given up, since by that time too many clubs of various kinds existed in the College and since these State Clubs served no very useful purpose. Students interested in current events formed the Civic League in 1919, which gave place to the Forum in 1925. The Poetry Club and the Debating Society were typical of clubs composed of small numbers of students with some special interest in common. Although the requirements of professional programs demanded more time from students at Simmons College than was called for at most colleges of liberal arts, ample opportunities for extra-curricular activities were open to those Simmons students who wished to participate in them.

Traditional Parties. In student life only four years are required to establish a tradition. When no current undergraduate has knowledge of a time when a certain custom did not exist, that custom has become traditional. Students seem to make no distinction in time previous to their own entrance to college between the immediate and the remote past. In the following account of college

customs, only a brief note and approximate date of origin for each of the more important events can be given.

"Senior Prom," started by the first class as part of the Commencement festivities, was held for some years in the College Dining Hall. When the classes became too large to be accommodated here, the students wished to hold the party in the ballroom of an hotel. Some conservative authorities of the College disapproved of the girls attending a dance in so public a place and being accompanied there and back by their escorts. A compromise was finally reached, by which the exclusive Hotel Somerset, far removed from the downtown district and not too distant from the College, was agreed upon; but it was stipulated that the girls should assemble in South Hall and proceed to the dance as a body in specially chartered trolley cars. At the conclusion of the party, adieus were exchanged at the hotel, and the young ladies returned as they had come. The Hotel Somerset continued until 1933 to be used for the Proms, but insistence on the original restrictions was soon dropped.

"Junior Prom" also was inaugurated by the first class and so antedated the first Senior dance by a year. The first Junior Proms were held in the Refectory, but later, like the Senior Proms, they were transferred to the Hotel Somerset. Here it was customary for the Seniors to serenade the Juniors from the balcony. Both of these parties became more and more elaborate and expensive until the hard times of the early 1930's brought about a sharp reaction.

The Sophomores, too impatient to wait for "Junior Prom," instituted the "Sophomore Shuffle," a much more modest affair, however, beginning in 1927 and held in different hotels in different years. The most important dance, open to all students, was the News Dance, given by the editors of the *Simmons News* for the purpose of raising funds. The first News Dance was held in 1929.

The Student Guild gave a reception to new students in 1903, and the practice has been continued ever since by the Guild and its successor. At the Student Government Party, first held in May, 1910, by the Guild, the results of the elections of officers for all student organizations were announced to the entire attendant student body.

A number of interclass parties and teas have been in vogue since the early days of the College. Each of the upper classes

entertained the Freshmen, the Junior-Freshman mock wedding (established in 1904) being the most conspicuous. The first Seniors instituted the custom of holding a joint meeting with their "sister-class," the Sophomores, but the Seniors seemed to enjoy more their entertainment of the Faculty, first arranged in 1910. On these occasions amusement was often afforded at the expense of the guests, by the students giving burlesque impersonations of instructors and by inducing members of the Faculty to take part in most undignified games. In later years the character of these parties changed, and they became fully enjoyed by the Faculty.

The Freshman Frolic, first celebrated in 1904, was well named to describe the nature of the event. When the land behind the College building became enclosed, the party was conducted in the late spring out-of-doors, and here Freshmen, dressed as five-year-olds, indulged in children's games, pop corn, and ice cream cones. As Sophomores, each class held its first formal social meeting, the Sophomore Luncheon. On this occasion the four members of the Faculty who had been chosen as Honorary Members of the class were expected to add their speeches to those from the class officers, and, finally, the much-coveted Simmons rings were distributed. This luncheon was surpassed in importance in the history of the class only by the final meeting before leaving the College — the Senior Luncheon, which was the last event of the days of celebration and ceremonies connected with graduation.

Christmas Vesper services marked the first Christmas in the existence of the College, and they are thus probably the oldest traditional custom. Hilarious Christmas parties, of course, have always been held at the dormitories, but a unique event, initiated in 1914, was the "Olde English Dinner" given at the Refectory under the auspices of the Student Government Association. Members of "Council" and the presidents of the four classes, dressed in costumes of the Middle Ages and seated at the high table in the candle-light hall, carried out the customs of a medieval English Christmas dinner. Minstrels sang carols, and jesters, after bringing in the flaming boar's head, circulated among the seniors at the dining tables and perpetrated their jokes.

Two customs which were in vogue for many years are no longer

observed — Ghost Walk and Track Day. The former was an attempt by Sophomores some night in October to gather secretly and to march through North and South Halls against the blockade of the Juniors. On Track Day competitions in athletic sports were held. Winners thereby scored points for their respective classes, and the sports became not only individual but also class contest. Prizes and points also were awarded for the best original song and for the most striking fancy uniform in which the members of each class arrayed themselves and marched about the field. "Hot dogs" and ice cream were peddled on the side lines.

"May Day," inaugurated in 1912, is described in the Handbook for Freshmen as "the most beautiful of all affairs held at Simmons. The Sophomores give an entertainment for the Seniors, after which a regal strawberry shortcake is served on the refectory lawn." Tradition demanded that the festivities be held at dawn and that participants should appear in May Day costumes and with bare feet for dancing on the grass. To one who knows how cold and damp an early May morning in Boston usually is, it is a marvel what youthful imagination can accomplish and endure.

Lack of space forbids the description of many other parties and teas which flourished for only a few college generations, which included only special groups of students, or which have been noted in the accounts of the various societies and clubs. Much also must be omitted about the customs of individual undergraduate life aside from organized events. The evolution of dormitory regulations and rules about chaperonage, the gradual lifting of the ban on smoking, and the growth of student government went through many phases from the strict maternal regime of Dean Arnold to the freedoms of modern youth. A chapter on the problems of a Dean would certainly give a vivid picture of much interest, but the writer of this history is entirely unqualified to produce it.

CHAPTER XVIII

THE ALUMNAE ASSOCIATION

COLLEGE LOYALTY. How many are the ties which bind an alumnus to his alma mater! When first he graduates, he responds to a sense of grateful obligation to the institution which has prepared him for his life's work. Gladly he makes his contribution, even though it be small, to the Alumni Endowment Fund. If, by a gift toward an Alumni Scholarship, he can aid another to benefit by an education, he feels he is passing on the opportunity which was but loaned to him. Moreover, he feels pride in becoming a member of a well recognized and distinguished body of graduates. As the years pass by, he strives to revive the happy carefree days of college life by attending class reunions. Although the effort often is forced and the result disappointing, it serves to keep alive a few real friendships such as are formed only in youth. The College is the common bond, and to everything which will serve and extend the interests of the College, he, as a loyal alumnus, gives his support.

The first class to graduate from Simmons College, doubtless impelled by the first of these motives, lost no time in forming an Alumnae Association on the afternoon of the day upon which they received their degrees. In the set of by-laws which were adopted, the purposes of the organization were stated. Membership was declared open to those holders of a Simmons degree who paid the modest initiation fee of one dollar and the annual dues of fifty cents. (In 1910 Associate Membership was granted to former students who held no degrees.) Provision was made for the usual set of officers, and the details of running the Association were entrusted to an Executive Board. The annual meetings were set for the afternoon of Commencement Day following a luncheon (first held in 1910) at the Main Building, at which the graduating class and members of the Faculty were the guests. The business of these meetings consisted chiefly of accepting the reports of officers, of adopting the recommendations of the Executive Board (or in later years of the Council) and of listening to the addresses of the

President of the College and of the Dean about the progress and needs of the College.

Until several classes in turn had graduated to join the organization, the Association was too young and too small to take an active part in the affairs of the College. A committee on music, however, was appointed, and it offered prizes for the writing of College songs. But by 1910 the Association had enlarged sufficiently to form local branches in Boston, Worcester, Springfield and Cleveland. Gifts of a piano and other furnishings for the Students' Room were among the early contributions to the College by the Association and by some of the classes individually. These donations were in accord with the avowed purpose of the Association of promoting the social welfare of the students. In 1910 also was established the first Alumnae Scholarship of \$50 annually. The amount of this scholarship was doubled in 1914, and two years later the total appropriation for this purpose was further increased by granting two scholarships of \$62.50 each. The stipend was raised to \$75 in 1921 and to \$100 in 1924.

Efforts to raise a fund to increase the endowment of the College were started in 1914, and in addition each class was urged to accumulate a sum of money for the same purpose, to be presented to the College at some significant reunion, as the tenth. A formal organized plan for establishing an Alumnae Endowment Fund was not adopted, however, until 1917.

This year of 1917 marked an important change in the constitution of the Association. The annual meetings in June had become too large for effective discussion and debate. The Executive Board was too small to be truly representative of the Alumnae. Therefore, the Alumnae Council was instituted. This body consisted of the Executive Board, officers of the Association and chairmen of its committees, former presidents of the Association, a representative from each graduate class, and one or more delegates from each Simmons Club. Later Alumnae members of the Corporation also were included. This membership produced a body of about thirty persons in the beginning, but it has since nearly doubled in number. To the Council were entrusted guidance and authority over the affairs of the Alumnae, and it became the real governing body of the Association. The first of its semi-annual meetings was held in February, 1918, at the house of President and Mrs. Lefavour, where the members were enter-

tained at luncheon. For many years the meetings of the Council were held here.

In addition to the business of the Association, the Council interested itself in the general affairs of the College and made studies of admission requirements, curricula, and the causes of failures of students to return after the first year. The chief concern of the Council, however, was with finances. The annual membership dues of the Association were raised in 1919 to one dollar, and they were again increased to two dollars three years later. These small amounts provided enough income to meet the routine expenses of the Association but left little for the accumulation of an endowment fund. Some progress in this direction, however, was being made by individual classes.

A definite concrete objective will always offer a stronger appeal than a call for contributions to a general fund. The need of a building for the social purposes of the students and for a center of their activities was obvious. To raise a fund for such a building furnished an attractive project for the accomplishment of which undergraduates and graduates might unite their efforts. In the first year of the Alumnae-Student Building Fund, 1918, the undergraduates contributed \$2,300 and the Alumnae over \$9,000, the latter sum coming mostly from accumulated class funds which were turned over to this enterprise. The fund grew rapidly, and by June 30, 1921, had reached a total of \$35,770. By this time the great general endowment campaign was underway, and the Council voted to suspend efforts on behalf of the Building Fund. Nevertheless, accumulations of about \$3,000 annually continued and increased again after the campaign was completed. In 1927 the fund amounted to \$56,599. Then the proposal was made that the Association loan the College \$100,000 toward the cost of the East Wing, the first floor of which was to be devoted to student-alumnae use. During 1928 and 1929 great efforts were made to raise the proposed sum, and happily the goal was reached with over a thousand dollars to spare.

The activities of the alumnae in relation to raising the new general endowment of one million dollars between 1920 and 1924 has been recounted in the chapter on that campaign. The work and the enthusiasm which the graduates contributed to this undertaking were prodigious and were a large factor in its successful conclusion. Incidentally, the endowment campaign did

more than anything else possibly could have done to solidify the body of graduates and to strengthen their ties to the College by giving them this common cause to work for. So strongly did they feel the need of retaining their contacts with the College and with each other that the Association voted in June, 1923, to establish a permanent alumnae office and to employ a paid secretary. Miss Rachel Farwell was engaged to give half her time to the position. She was succeeded the next year by Miss Irma A. Twisden, who, in turn, was followed in 1926 by Miss Marjorie L. Shea, who gave her full time to organizing and maintaining the office and to editorial work, and who still remains the Executive Secretary of the Alumnae Association of Simmons College.

The Alumnae Office was first located in part of the room used by the Recorder; but when the East Wing was built, a commodious and well-furnished room was provided for the Alumnae Secretary, where is kept the complete card catalog of the names and current addresses of all Simmons graduates. From time to time, beginning in 1912, this list has been printed under the title, *Register of Graduates*, first as a supplement of *The Review*, and since 1918 as part of the official Simmons College Bulletin. To the obvious numerous duties of an alumnae secretary for a large college and to the labor of being executive secretary of an active association was added the preparation of copy for the alumnae section of *The Review*, and after 1930, when that publication became a graduate magazine, the responsibility for editorship.

After a loan to the College of \$100,000 for the East Wing had been made in 1929 and a substantial gift for furnishing the student lounge had been added, the treasury of the Association was left nearly empty. The annual membership dues, which in 1922 had been raised to two dollars, were not enough to meet the obligations of the Association, particularly as less than half of the graduates of four-year programs were members. The expenses included the maintenance of the alumnae office and the salary of the permanent secretary, the support of the Alumnae scholarships and the free distribution of *The Review* to all members. Some new method of financing was imperative. After prolonged study by a committee of the Council, the Alumnae Fund Plan, a scheme in successful operation in many alumni associations, was proposed and adopted at the annual meeting in June, 1930.

Under this plan regular dues were discontinued, but contributions to the Fund were solicited from all graduates, those contributing becoming thereby members of the Association. The purposes of the Alumnae Fund were to meet the current expenses of the Association, to establish an endowment, the income of which would support the annual scholarships, to create a permanent reserve, and to accumulate a fund to be used for general College purposes. The Plan was so successful that at the close of the first year of its functioning, the income of the Association was more than double that of the preceding year.

While the Alumnae had been striving so heartily from the beginning in the interests of Simmons through the Association, they obtained in 1917 a more direct influence in directing the policies of the College. The Corporation in that year voted to elect to its membership for a term of three years as a representative of the Alumnae Miss Alice G. Higgins of the Class of 1906. This was the first step in a plan which contemplated the election of another graduate in each of the next two years and the subsequent replacement of these members, as their terms expired, by nominees of the Alumnae Association. Thus Mrs. Ira Rich Kent and Mrs. Willard Helburn joined the Corporation the next two years respectively, and Mrs. Eva Whiting White, the first graduate to be chosen by the Association, succeeded Miss Higgins at the expiration of her term at Commencement, 1919. The Association selected its representative each year by a mail ballot from three candidates nominated by the Alumnae Council. This method of choice continued until 1926, when the general nominating committee of the Association sent out on the ballot for officers the names of two candidates for the Corporation, one of which had been selected from a list of proposals made by the Simmons Clubs and the other a name selected by the committee itself. "The service rendered by the Alumnae members of the Corporation," President Lefavour wrote in 1919, "is very valuable and the policy of the College is likely to be wiser because of their advice and suggestions."

In addition to giving financial aid toward meeting various needs of the College, the Association sought to foster closer connections between the Alumnae and the College. To this end, the mid-winter Junior-Alumnae meetings were instituted, at which successive Junior classes were the guests of the Association

and through which a better comprehension of the interests of undergraduates and of graduates might be mutually achieved. These meetings were continued for a number of years but were superseded in 1927 by the All Alumnae Dinners held in some Boston hotel and largely attended by Alumnae and Juniors.

A vitally close tie between Alumnae and the College concerned the method of recommendation and placement of graduates. No topic in the affairs of the Association created more discussion and controversy than this matter of placement. From the time of the first class, the Directors of the Schools had undertaken to find positions, so far as possible, for the graduates of their Schools respectively and to keep records which would enable them to inform those already employed of opportunities for advancement. The success of this service depended chiefly upon the personal acquaintance of each Director with his graduates and upon maintaining contacts with a large number of prospective employers, with a knowledge of the special requirements of each of them.

In 1929 some of the Alumnae became dissatisfied with this method of placement, on the ground that it depended too much on the personal judgment of the Director, even when advised by his staff. They desired that the College should establish a central placement bureau for all graduates as was the practice in most colleges. A special committee of the Alumnae Council held a joint conference with the Directors of the Schools and some members of the Corporation. The committee urged the advantages of a systematic organized bureau with uniform records available at all times during the year. The Directors were of the opinion, however, that much efficiency would be lost if the proposed plan was adopted. The Corporation as a whole gave consideration to the matter with the result that a letter was sent to the Council stating that "The Corporation does not feel the time has come for centralized placement at the College." Notwithstanding this decision, the committee continued to bring the matter before the Council from time to time but without obtaining any action. It is of interest, however, that in 1943, after all the old Directors had retired and had been succeeded by those to whom the early graduates were personally unknown, a very successful central bureau was established.

A small volume might be written about other concerns of the

Association, including the establishment of the Dix Plan for setting the dates of class reunions so that nearly contemporaneous classes should meet in the same year, the incorporation of the Association in 1928, and many other items for the mere mention of which this work has no space. Such a volume should include the activities of the various Simmons Clubs, particularly those of the Boston Simmons Club which arranged complimentary dinners for the Faculty, Simmons Nights at the "Pops," and an annual dance at the Copley-Plaza Hotel. If the volume included also accounts of the interesting careers of graduates who have become prominent, it would have to be a large instead of a small book. All which can be included here, however, is the foregoing record of some of the important services for which Simmons College is so greatly indebted to its body of loyal graduates.

CHAPTER XIX

THE FINAL DECADE OF THE FIRST ADMINISTRATION

MANY events of this period are included in the preceding chapters on special topics, but some other items of general character should be recorded.

Mr. Joseph B. Warner died January 1, 1923. Thus was terminated the last connection with the John Simmons Trusteeship before the incorporation of the College. Although Mr. Warner was not a trustee himself, he was the legal advisor of the Board, he drew up the petition for incorporation of the College, he formulated the statutes and by-laws of the Corporation, and he was largely responsible for the selection of the original members of that body. He succeeded Mr. Augustus Hemenway, who served only a few months, as President of the Corporation and was very influential in determining the general character of the institution and in selecting a President to organize the curriculum at the college level.

The death of Mr. Warner followed by two years that of Professor William T. Sedgwick on January 25, 1921. From the minutes of the Corporation the following excerpt is quoted:

"An incorporator of the College, Professor Sedgwick was the one to whom his colleagues turned for guidance at the outset because of his wide educational experience, his wise judgment, and his complete sympathy with the purposes of the Founder. His membership with us was distinguished for the faithful discharge of all the responsibilities laid upon him, for his generous sacrifice of strength and thought in the interests of the College, for his hopefulness and encouragement. So closely was he identified with the work of Simmons College in its inception and development that it is today in a measurable degree a monument to his service."

Although lack of space will not permit expression here of the indebtedness of the College to each of the original members of the Corporation, a note of appreciation of the devotion of Miss Frances R. Morse to the interests of the institution must be included. President Lefavour wrote of her in his annual report for 1928-29 as follows:



PRESIDENT LEFAVOUR—1932

"The death of Miss Frances Rollins Morse, which occurred on September 17, 1928, removed from our midst one of the most devoted friends of the College. Although she had terminated her official relation to the Corporation in 1922, her continued interest in its affairs and her frequent personal contact with its officers and students made her still one of the very helpful influences in the conduct of the College. Miss Morse was one of the surviving persons named in the Act of Incorporation as the original trustees, and during her twenty-three years of service there was no member of the Board more assiduous in the performance of her duties, more deeply interested in the personal welfare of the instructors and students, or more ready to aid in counsel, in personal attention, or in gifts to relieve need. She made generous donations to the College both during her lifetime and by her will, but all who had the privilege of knowing her cherish as her greatest contribution the influence of her warm, sympathetic understanding and appreciation."

Recognition of Simmons College as an institution of collegiate grade was slow to be accorded. By many persons, particularly in Boston, it was regarded as only a high-grade technical school. Indeed in 1917 application by Simmons graduates for membership in the Association of Collegiate Alumnae, the predecessor of the American Association of University Women, was refused. (This action was reversed eight years later.) In 1927, however, Simmons College was admitted to the Association of American Universities, in 1929 the College became a member of the New England Association of Schools and Colleges, and in 1931 it joined the American Council of Education.

Organized publicity for colleges is chiefly a development of the past fifteen years, and very little was done before 1933 to bring the attention of the general public to the College. However, in 1931 Mr. Jesse M. Watkins, an instructor in English who had had newspaper experience, was appointed Director of Publicity.

Due to the severe general depression, the income from tuition and from investments showed a sharp decrease in 1932-33. To partially offset the expected deficit, five per cent of all salaries for 1933-34 were withheld — a very slight reduction in comparison with what took place in many other institutions. The following year full salaries were resumed, and in January, 1936, the College compensated the members of the staff whose salaries had been reduced in 1933-34 by paying them the full amounts of their reductions. To aid students during these hard times, the loans to students were greatly increased in number, and no undergraduate who had already completed two years of her course was obliged to leave College because of inability to pay for her

tuition. Moreover, graduates who were without employment were allowed to return to the College to take advanced courses without expense.

In the spring of 1928 President Lefavour was in poor health and for the first time in the twenty-six years in which he had been in office, he took two months' leave of absence, going to California. During this period Mr. Ropes became Acting President of the Corporation, Professor Eldridge presided at the meetings of the Faculty, and I took over the routine matters of the President's office under the title of Chairman of Administration, with the efficient guidance of Miss Gertrude J. Burnett, Assistant to the President. In his characteristic way, Mr. Lefavour had left nothing at loose ends, so I had few problems to solve. We were pleased to see him return much rested in time for Commencement.

When his seventieth birthday was approaching, President Lefavour proposed to the Corporation in the winter of 1931 that they should make preparations for selecting his successor; whereupon Professor Ropes was appointed chairman of a committee to investigate candidates for the Presidency. On January 11, 1932, the Corporation formally accepted the President's resignation to take effect at the close of that college year, but with expression of sincere regret that he should wish them to do so.

Numerous persons were suggested for the position, but at the end of the college year no appointment had been made. President Lefavour, therefore, agreed to carry on for at least a portion of the next year, while the Corporation continued its efforts to secure his successor. In January, the special committee which had this matter in charge reported that names of one hundred and three men and sixteen women had been presented for their consideration. During the ensuing months a number of promising candidates were invited to visit the College and to meet members of the committee. The Corporation, however, still failed to come to agreement on an appointee. Then in the late spring, the name of Dr. Bancroft Beatley, Associate Professor of Education in the Graduate School of Education in Harvard University, who had not been considered previously, was presented. Without delay, on June 9, Dr. Beatley was unanimously elected to the Presidency of Simmons College, to take office the first of September.

Thus the first administration was brought to a close ending a

stage in the history of the College. The Corporation placed in its minutes an appreciation of the service of President Lefavour from which the following quotations are taken:

“In taking this action” (the acceptance of his resignation) “the Corporation puts on record its grateful appreciation of the wise, effective, and distinguished services, for now full thirty years, of President Lefavour. Under his direction every step in the administration of the College has been taken. To him is due its position of dignity in this country today. . . . The confidence and gratitude and affection of the members of the Corporation, of the body of Associates, and of the teaching and administrative staff are his as he terminates this fruitful period of service, in which he has built, as we believe, an enduring structure on foundations which, at the outset of the life of the College, he himself laid.”



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